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Motivation, Communicative Anxiety and Proficiency in Learning English as a Second Language

by

Ella Ya Lai Lau

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Education

Department of Educational Psychology

Edmonton, Alberta

Fall 1995

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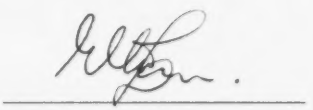

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Motivation, Communicative Anxiety, and Proficiency in Learning English as a Second Language" submitted by Ella Ya Lai Lau in partial fulfillment of the requirements for the degree of Master of Education.

Dr. T. O. Maguire (supervisor)

Dr. J. A. Cameron

Dr. T. R. Carson

Date June 7, 1995

Abstract

Motivation, Communicative Anxiety and Proficiency
in Learning English as a Second Language

The purpose of this study was to explore the relationships among learning motivation, communicative anxiety and second language proficiency in junior high Chinese-speaking English as a second language (ESL) immigrant students. Students in grades 7, 8 and 9 were evaluated on measures of motivation in ESL learning, communicative anxiety in ESL learning and proficiency in ESL. Results showed that for this group of students, their mean score in instrumentality was as high as their mean score in integrativeness. In addition, it was shown that motivational factors and level of communicative anxiety did not correlate significantly with proficiency. However, it was found that number of years of English learning is the best predictor of proficiency for this group of students. Four additional case studies were done to investigate the students' experience of motivation and communicative anxiety in ESL learning.

Acknowledgement

I would like to thank Dr. T.O. Maguire for being my academic advisor and thesis supervisor. He has given me a lot of suggestions and freedom in pursuing my research study.

I would also like to thank Dr. T.R. Carson and Dr. J.A. Cameron for sitting in my thesis committee. Much thanks is given to Dr. Cameron for her assistance in the area of learning English as a Second Language.

Special thanks is given to Dr. W. Todd Rogers, students and staff in the Centre for Research in Applied Measurement and Evaluation for their constant support in my studies and research.

Last of all, I would like to express my greatest appreciation and thanks to my boyfriend, Nicholas, for without his constant support and encouragement through frustration times, I might not have the confidence to complete my degree.

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Chapter I

Introduction

Background

In today's society, it is not uncommon to see people migrating to other nations for various reasons, whether political or economic. In Canada, at the time of the 1991 census, there were 4.3 million landed immigrants, accounting for 16% of the total population. Calgary and Vancouver had the highest proportion of immigrants in Western Canada, each at 20%, whereas Edmonton had 18%. In the province of Alberta, immigrants made up 15% of the province's total population. Immigrants arriving, by place of birth, from Hong Kong and China accounted for 16% of the total number of immigrants to Canada. These two groups of immigrants were the second and third largest groups that had immigrated to Canada (Canada Yearbook, 1994).

The large number of immigrants whose mother tongue is not English and the realization that knowledge of one's own mother tongue is insufficient to deal with everyday happenings in the Canadian environment has created a demand for second language (L2) instruction. This need is particularly urgent for children and adolescent immigrants who need at least minimum proficiency in the L2 in order to survive in the schools.

Whether one can gain proficiency in the L2 is greatly affected by a number of factors: age, self-concept and the nature of one's first language, to name a few. Two factors that are of particular interest to the researcher are attitude (including motivation) toward L2 learning and anxiety about it. It has been shown that a

learner's attitude and motivation towards learning a second language can influence his or her success (Gardner & Lambert, 1959, 1972; Samimy & Tabuse, 1992). Furthermore, the L2 learner's own perception of linguistic success or failure can affect his or her evaluation of progress in the language learning process (Foss & Reitzel, 1988). Foss and Reitzel see this as normally producing a certain amount of communicative anxiety within the learners, that may prevent them from assessing their own linguistic output correctly. In other words, the L2 learner's level of communicative anxiety in the L2 can also influence his or her proficiency in the language.

Problem statement

The purpose of the study was to explore the relationships among instrumental motivation, integrative motivation, willingness to work, communication anxiety and L2 proficiency in junior high school immigrant students whose first language is Chinese.

Significance of the study

The implications of the relationships among motivation, communicative anxiety and proficiency in L2 for immigrant ESL students are important. Most previous studies looked at the relationships in students who learned French as a second language (FSL) or learned ESL as a language requirement in high school or university. However, very few studies have explored the aforementioned relationships for immigrant ESL students. Immigrant students represent a special population who differ

significantly in their needs to learn ESL as compared with the population that has been the focus of previous research. Even though these children have a definite need to learn ESL, it does not necessarily follow that they have positive attitudes towards learning ESL or are motivated to learn it. The decision to emigrate is usually made by the parents; and so, immigrant children may have no choice in learning English. Since many of them might not have learned or used English in their daily lives before immigration, there is a possibility that they will display a certain amount of communicative anxiety when they are required to learn and speak the new language in order to communicate with members of the new community. Consequently, it is important to investigate what kind of relationships exist among motivation, communicative anxiety and proficiency in ESL learning for this particular group. Results in the study might be helpful in raising the awareness of ESL teachers in meeting the needs of immigrant ESL students. In addition, the results of the study may provide insight into what instructional methods might be the best for these ESL students.

In the next chapter, a review of the literature on motivation research and theory will be presented, followed by a review of anxiety research and theory. Furthermore, a series of research questions will be listed at the end of the chapter. A description of the method and measures used in the study is outlined in chapter III. In chapter IV, the results of the study will be presented together with the reports of four case studies. In the last chapter, there will be a discussion of the results and case studies. The chapter will conclude with some implications for future ESL research and the

limitations of the study.

Chapter II

Literature Review and Research Questions

Attitudinal/motivational variables in L2 learning

Early study of motivational variables in L2 learning. Considerable research has been conducted on motivational/attitudinal characteristics of L2 learners. One of the earliest and important studies was conducted by Gardner and Lambert (1959). They did a factor analytic study of the relation of attitudes and motivation to L2 achievement in grade 11 anglophone students studying FSL in Montreal. Two factors were identified as being related to ratings of achievement in French, namely aptitude and motivation. The researchers emphasized that motivation of a particular type, (ie., "characterized by a willingness to be like valued members of the language community" (p. 271)) was related to higher achievement. In other words, L2 learners who had a positive attitude towards the members of the target community to the extent that they wanted to be regarded as its members were more successful language learners. Following the aforementioned research, a series of studies led by Gardner and Lambert was carried out over the next twelve years in North America and the Philippines. The findings of their investigations have led them to construct a sociopsychological theory of second- or foreign-language learning (Gardner & Lambert, 1972).

Sociopsychological theory of L2 learning: instrumental vs integrative orientation. According to Gardner and Lambert, for an L2 learner to be successful in gaining a high level of proficiency, he or she must be "psychologically prepared to adopt various aspects of behaviour which characterize members of [that] linguistic-

cultural group" (p. 3). The learner's "ethnocentric tendencies" and attitudes towards the people of the target group are believed to determine the level of success in learning the target language. The attitudes that one has toward the target language group and toward the speakers of the L2 in general, together with one's orientation toward the learning of the language are thought to affect the motivation to learn. The orientation can take either an instrumental or integrative form.

An instrumental orientation to language learning is a type of motivation that is based on the perceivable social recognition or economic advantages one can gather if the target language is known. In contrast, an integrative orientation is the source of motivation that is based in the personality of the learner. The learner has a genuine interest in knowing more about the target culture and has a desire to communicate satisfactorily in order to gain closer contact and become acquainted with the members of the target group.

For typical L2 (English or French) learners in North American cities where French and English are used, having an integrative orientation towards the target group will assist in learning that language (Clement, Gardner, & Smythe, 1977; Gardner & Smythe, 1975). However, according to the theory, for members of ethnic minority groups in North America and in other nations where world languages are imported as national languages, having both instrumental and integrative orientations towards the learning task must be developed. Learning an L2 with national and worldwide recognition is of vital importance to them in order to function adequately; subsequently an instrumental approach to language study is extremely effective, perhaps more so

than the integrative outlook. This was supported by the results of Lukmani's (1972) study on Marathi-speaking students in Bombay, India. A significant correlation was found between instrumental motivation and English proficiency scores, indicating that the higher their motivation to use English as a means of career advancement, etc., the better their English language scores. Furthermore, a study done by Oller, Baca and Vigil (1977) on the acquisition of ESL by Mexican-Americans in New Mexico showed that those students who were anti-integratively motivated toward the Anglo American majority and instrumentally motivated to learn English scored the highest on the proficiency test.

Recent developments in attitudes towards L2 learning. More than a decade after Gardner and Lambert (1972) proposed their theory on attitude/motivation towards L2 learning, Spolsky (1988) provided another model of how attitudes are perceived as working in the language learning process. The language learner is seen as approaching the learning environment with varying amounts of motivation and different personal characteristics that predetermine how much linguistic and contextual input from the learning environment he or she will be able to process. This set of attitudinal and personality variables have predictive power for explaining why some language learners are able to make adequate progress , whereas others are not. The implication that Spolsky (1988) points out is that if a learner enters the language learning situation with negative attitudes towards it, he or she will likely acquire less overall proficiency in the target language than a similar learner with positive attitudes. Spolsky cited the research of Gardner (1985) as supporting such a perspective.

Communicative need for learning an L2. A primary motivation for learning a language is to be able to communicate with others. In light of this, a person will be more likely to be drawn towards learning an L2 if he or she perceives a definite communicative need for it, a need that is imposed on him or her (Littlewood, 1984). The extent of this communicative need depends on the nature of the community in which the person lives. If the person lives in a bilingual or multilingual community, the need for more than one's own mother tongue is obvious in a variety of social situations. For this person, an L2 is simply a necessary extension of his or her communicative system for dealing with everyday's demands. Put another way, when there is a perceived communicative need to use English, it is possible that L2 learners are better motivated and more able to gain proficiency in the language.

Similar to Gardner and Lambert (1972), Littlewood (1984) argued that the communicative need for an L2 amongst linguistic minorities is more urgent and significant than amongst those who are members of the majority population. Littlewood's view is that for members of linguistic minorities who want to get ahead in the broader society or want to function adequately, there is a definite need to develop an adequate system for communicating with the majority population. In other words, the higher the degree of communicative value perceived for an L2, the more instrumentally motivated a person will be in learning it and the better the chance to reach reasonable proficiency for members of linguistic minorities.

The theory proposed by Gardner and Lambert (1972) and the communicative need idea posited by Littlewood (1984) are supported by other researchers. For

example, in her study with more than 300 elementary and high school ESL students in the Washington, D. C. area, Fathman (1976) concluded that exposure to English was enough to gain a certain amount of proficiency in speaking, that the more one uses English, the more one can improve, and that isolation from one's native speakers can enable improvement. More recently, Hare (1992) carried out a series of case studies on some foreign adolescents in a language camp in the United States. Through the use of questionnaires, language proficiency tests, dialogue journals, observation and interviews, Hare explored six foreign adolescents' motivation toward learning and use of English during a 3-week immersion ESL program in Montana. Examination of the dialogue journals and interviews revealed that consistent and major reasons that motivated the six foreign adolescents (4 from France and 2 from Japan) to learn English were an instrumental orientation as proposed by Gardner and Lambert (1972) and a communicative need as suggested by Littlewood (1984). For example, all of the six adolescents said they wanted to learn English so as to meet people from other cultures, suggesting a communicative need for it. Moreover, five of them reported that they wanted to learn English for future employment, indicating an instrumental orientation toward L2 learning.

It should be pointed out that there is a confusion between attitude and motivation in the literature. One's attitude towards learning an L2 is regarded as a part of his or her motivation in learning it. Furthermore, motivation is comprised of two orientations, ie., integrative and instrumental. In light of this overlapping of the meaning of the two terms, they will not be used in the study, instead instrumentality,

integrativeness and willingness to work, which will be explained in "definition of terms", will be used.

Anxiety in L2 learning

El-Banna (1989) claims that one concept that can be used to explain poor performance of English language in ESL/EFL learners is language anxiety. Many ESL/EFL learners report that they have "a mental block against learning a foreign or second language," in spite of the fact that these learners may be "good learners in other situations, well motivated, and have a genuine liking for speakers of English" (p. 2). Very often, they may have an anxiety reaction that prevents them from doing well in a foreign or second language class.

Williams (1991) refers to the anxiety reaction in the foreign/second language classroom as a "response to a condition in which the external element is or is perceived as presenting a demand that threatens to exceed the student's capabilities and resources for meeting it" (p. 25). This perception of the language learning situation as threatening very often manifests itself as a "psychological emotion and/or a physiological response" (p. 25) which distracts the learner's focus in attending to the language learning tasks. As a result, the reduced amount of attention and effort would affect the level of mastery in the language, leading to lower proficiency in the L2.

Furthermore, Foss and Reitzel (1988) claim that if an L2 learner avoids a particular situation, the opportunity to communicate is simply not available. Some L2 learners avoid communicating in a situation because they judge their capabilities in the

L2 to be so poor that not communicating is perceived as a better choice. However, avoidance of such communication opportunities simply reinforces their perception of incompetence. Since they never put themselves in a situation to practise their skills in the L2, Foss and Reitzel contend that these L2 learners will never have the chance to be evaluated positively by others. In other words, they just fall into a vicious cycle.

Communication apprehension. Due to the great emphasis on interpersonal interactions in foreign/second language learning, Horwitz, Horwitz and Cope (1986) state that the construct of "communication apprehension" is quite relevant to the conceptualization of foreign language anxiety. Communication apprehension is "a type of shyness characterized by fear of or anxiety about communicating with people" (p. 127). The special communication apprehension in foreign language learning comes from the learner's knowledge that he or she may have difficulty understanding others and making himself or herself understood.

Anxiety and its relationship to language learning. In the past, research has been done to investigate whether there is a relationship between anxiety and foreign/second language performance. However, no conclusive results have been found. Young (1991) points out that some research has suggested a relationship between anxiety and foreign/second language performance, while other research has suggested no relationship. Furthermore, anxiety may have been negatively related to one language skill, yet it may have been positively related to others.

Fortunately, a few studies have shown some consistencies in the relationship between anxiety and L2 learning. Gardner, Smythe, Clement and Gliksman (1976)

and Horwitz et. al. (1986) found that language anxiety correlates negatively with global measures of achievement such as objective tests and course grades. In addition, El-Banna (1989) found that Pearson's correlation coefficient for language anxiety scores and language proficiency test scores was negative as well as weak. However it should be noted that there was no sufficient evidence to demonstrate a significant relationship. Furthermore, a study done by Sanchez-Herrero and Sanchez (1992) using grades 6 to 8 EFL students in Spain found that students with low levels of communicative anxiety performed consistently higher on measures of English achievement.

Motivation and anxiety

Gardner, Day and MacIntyre (1992) pointed out that in general, the measures of anxiety, eg. French class anxiety and French use anxiety, tended to correlate negatively with the various motivation measures. They also referred to factor analytic studies that showed anxiety measures loading negatively on motivation factors. In their own study, Gardner et. al. found that subjects who were integratively motivated reported less anxiety than those who were not, hence suggesting a negative correlation between integrative motivation and anxiety.

Summary of the literature review

Attitude/motivation towards L2 learning. It has been pointed out that attitudinal/motivational factors can influence L2 learning (Clement, Gardner, &

Smythe, 1977; Gardner, 1985; Gardner & Lambert, 1959, 1972; Gardner & Smythe, 1975; Hare, 1992; Littlewood, 1984; Spolsky, 1988). Furthermore, having an instrumental orientation towards L2 learning seems to be more effective for linguistic minorities (Gardner & Lambert, 1972; Littlewood, 1984). However, most of the above studies have been done with anglophones learning FSL or francophones learning ESL or in a setting where English is not a major national language.

Anxiety and L2 learning. As pointed out by Young (1991), there have not been many conclusive results in studies concerning communicative anxiety and L2 learning. It is still not clear whether there is a relationship between them.

Rationale

As evident in the foregoing review, very little has been done to explore the relationships among motivation, communicative anxiety and proficiency in ESL learning for immigrant adolescents. Moreover, it is questionable whether the theory as proposed by Gardner and Lambert (1972) can be generalized to a setting like Edmonton in which Chinese immigrant students are learning English. Gardner (1985) and associates have, over several years, used the Attitude/Motivation Test Battery in studies focussing primarily on attitude and motivation, and to a lesser extent on anxiety, however these were done on anglophone students learning French. Similarly, MacIntyre and Gardner (1991) reported that Clement and his associates have done studies on the same variables using Canadian francophones learning English. In addition, Gardner et. al. (1992) stated that a recent series of studies have been done to

examine both motivation and anxiety on the effect of language learning, however these were done using a laboratory analog procedure to investigate language learning in a controlled environment. Thus, although there is a great deal of literature on L2 learning, the important work of Gardner and his colleagues has not been extended to immigrant ESL students in a city like Edmonton that has a relatively uniform anglophone environment.

Definition of terms

1. Immigrant adolescents are defined for this study as Chinese-speaking ESL students who have lived in Canada for less than 5 years and are attending grades 7, 8 and 9 under the Edmonton Public School District or the Edmonton Catholic School District.

2. An ESL student is defined for this study as a student whose first language is not English and who is attending ESL classes as opposed to regular Language Arts classes.

3. Instrumentality is defined as a type of motivation for L2 learning that is based on the perceivable social recognition or economic advantages one can gather if the L2 is known (Gardner & Lambert, 1972). It can be said that the L2 is acquired as an instrument to help learners attain their goals, for instance, get a higher paying job.

4. Integrativeness is defined as a type of motivation in L2 learners who are genuinely interested in knowing more about the target culture and have a desire to become acquainted with the members of the target group (Gardner & Lambert, 1972). In other words, they wish to integrate themselves into the L2 group.

5. Willingness to work is defined as having a desire to complete and to do well in whatever one has to do in ESL classes. It extends to include active participation in activities outside of ESL classes, which can help one to improve in proficiency. Instrumentality, integrativeness and willingness to work are operationally defined by the scores on the subscales of a motivation questionnaire on ESL learning.

6. Anxiety is defined as communication apprehension, which is "a type of shyness characterized by fear of or anxiety about communicating with people" (Horwitz, et al., 1986, p. 127) in the L2. It is operationally defined by the scores on a student-responded communicative anxiety questionnaire on ESL learning.

7. Proficiency is defined as the extent to which language material has been taken in by students and made part of their own cognitive or behavioral repertoire. It extends to include how well one is performing in the L2. It is operationally defined by the scores on a language proficiency test.

Research questions

The following questions concerning Chinese-speaking immigrant ESL students were intended to be answered in the study.

1. Is there a relationship between their instrumentality in ESL learning and their proficiency in ESL?

2. Is there a relationship between their integrativeness in ESL learning and their proficiency in ESL?

3. Is there a relationship between their willingness to work in ESL learning and their

proficiency in ESL?

4. Is there a relationship between instrumentality and integrativeness in ESL learning?

5. Is there a relationship between instrumentality and willingness to work?

6. I s there a relationship between integrativeness and willingness to work?

7. Is there a relationship between their levels of communicative anxiety in ESL learning and proficiency in ESL?

8. Is there a relationship between instrumentality in ESL learning and communicative anxiety in ESL learning?

9. Is there a relationship between integrativeness in ESL learning and communicative anxiety in ESL learning?

10. Is there a relationship between willingness to work in ESL learning and communicative anxiety in ESL learning?

In additional to the ten relationship questions, several analyses were undertaken to look for influences of background variables on the five variables.

a. Since students in the three grades may face different problems in and outside of school, students may be affected differently by their views on ESL learning. Is there a difference among students in grade 7, 8, and 9?

b. Similar to students in different grades, students who have been in Canada for different number of years may face different problems which may have different effects on the relationships of the variables. Is there a difference among students who have been in Canada for different number of years?

c. Is there a difference among students of different gender? Since males and females

may view the learning task differently, gender may affect the relationships between variables.

d. Since the education systems are different in countries like Hong Kong, China, Taiwan, and , South East Asia, they may have different effects on the relationships between variables. Is there a difference among students from different countries of origin?

e. Students who have varying amounts of English learning experience may have different levels of motivation, communicative anxiety and proficiency. Does amount of experience differentiated between level and kind of motivation, communicative anxiety and proficiency?

f. Is there a difference among students who are instrumentally oriented or integratively oriented?

Chapter III

Design of the Study and Method

Subjects

Fourteen schools with ESL students were assigned to the researcher through the Edmonton Public School District and Edmonton Catholic School District. Principals and ESL teachers of each school were contacted to get permission to carry out the study. Cover letter (see Appendix A) and consent forms (see Appendix B and C) were given to Chinese-speaking ESL students to get permission from parents and consent of students to participate in the study. Participation was on a voluntary basis and forty five ESL students in eight Edmonton Public junior high schools and one Edmonton Catholic junior high school participated in the study. There were twelve grade 7 students, thirteen grade 8 students, and twenty grade 9 students. Their mean age was 13.53 years old. The students were from four countries of origin: Hong Kong (n=22), Vietnam (n=15), China (n=4), and Taiwan (n=4). They had been in Canada ranging from one month to three and one half years (mean=1.62 years). The number of years of English learning ranged from one month to thirteen years (mean=6.58 years). Table 1 shows the breakdown of students. Four students were chosen from the group for an individual interview with the researcher to get a more in-depth understanding of their responses.

Table 1 - Background information of students. (N=45)

N.B. Numbers in brackets indicate the number of students for the categories.

Gender	Self-perceived level of speaking English	Frequency of watching English programs on TV
-male (26)	-poorly (12)	-never (0)
-female (19)	-fair (28)	-not very often (11)
	-good (4)	-once in a while (9)
Age	-very good (1)	-as often as possible (19)
-12 (9)		-choose Chinese, or else, do not watch TV (6)
-13 (13)	At least one family member can speak English	
-14 (13)	-yes (27)	
-15 (10)	-no (18)	Choose to listen to Chinese or English radio programs
Hours of ESL per week		-Chinese (5)
-more than 15 (7)	If yes, language speak most often at home	-English and Chinese (37)
-12 to 15 (2)	-Chinese (23)	-English (3)
-8 to 11 (12)	-English (0)	
-4 to 7 (2)	-both the same (4)	Spend time learning English outside of class
-3 or less (22)		-yes (39)
	Frequency of reading Chinese newspaper or magazine	-no (6)
Have English-speaking friends	-daily (7)	
-yes (38)	-weekly (4)	Activities for learning English
-no (7)	-once in a while(20)	-watching TV (25)
	-seldom (14)	-reading (22)
If yes, spend more time with		-writing (17)
-Chinese-speaking friends (10)	Frequency of reading English newspaper or magazine	-speaking with friends (27)
-English-speaking friends (4)	-daily (6)	-going to movies (11)
-both the same (24)	-weekly (4)	
	-once in a while(19)	
Time spent speaking English	-seldom (16)	
-none (0)		
-very little (28)		
-occasionally (16)		
-most of the time (1)		

Test Administration

The *Student Background Information Questionnaire* (see Appendix D) was administered first in a small group setting (group size ranged from 3 to 9) to assess the students level of English. Students who had no difficulty with this questionnaire were asked to fill in the other instruments individually. Where necessary, questions pertaining to the meaning of the items were explained orally in Chinese. For those who had difficulty with the questionnaire, the researcher administered the other instruments orally in Chinese. It should be pointed out that, with the exception of the examples, there was no explanation provided by the researcher for the items on the ESL test.

Instrumentation

Four measures were used in the study:

Student background information. (Appendix D) This questionnaire was filled out by individual students in order to obtain information on grade, age, country of origin, years of ESL learning, and use of English. Information collected from this questionnaire was used as demographic data and for setting up comparison groups. Examples of comparison groups are gender difference, age difference, country of origin, and etc.

Motivation in ESL learning. (Appendix E) This questionnaire is made up of 40 5-point Likert scale items and consists of three subscales. The three subscales are: 1. a 13-item measure of instrumentality (possible score range 13 to 65), 2. a 13-item

measure of integrativeness (possible score range 13 to 65), and 3. a 14-item measure of willingness to work (possible score range 14 to 70). High scores in each of the subscales indicate a high degree of the construct. This questionnaire is a modified version of the 7-point Likert scale of attitudes towards ESL learning used by Propphal and Kanchana (1982). The modification was done to make it simpler and easier for the ESL students to understand. The original Likert scale had been administered to a group of approximately 400 Chinese, Japanese and Thai ESL college students.

Communication anxiety in ESL learning. (Appendix F) This questionnaire measures the degree of communicative anxiety using 5-point Likert scale items. The 24 items were chosen from three other communicative anxiety 5-point Likert scales. They are the Measures of Speaking Apprehension (Phillips, 1989) with an alpha coefficient of .95, the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) with an alpha coefficient of .93 and a Personal Record of Communication Apprehension/ESL Survey (Hurshberger, 1989). The range of possible scores for this questionnaire is 24 to 120, where a high score indicates a high degree of communicative anxiety.

ESL Test. (Appendix G) This 35-item test consists of 22 items chosen and/or modified from the EFL Test (1965) and 13 items written by the researcher. It was used to measure the level of English proficiency. The possible range of scores is 0 to 35, where a high score indicates a high level of proficiency in ESL.

Chapter IV

Results and Case Studies

Data analysis

Since the study is an exploration of relationships amongst several variables, correlational and regression analyses were the primary analytical procedures. Pearson product moment correlations were used to determine correlations between pairs of the variables. Stepwise regression was used to determine whether instrumentality, integrativeness, willingness to work or anxiety has a greater influence on the students' proficiency. Analyses of variance and t-tests were used to explore differences among comparison groups.

Results

Table 2 shows the descriptive statistics for the motivation questionnaire, communicative anxiety questionnaire, and ESL test. Appendix E shows the breakdown of the responses in the motivation questionnaire, whereas Appendix F shows the breakdown of the responses in the communicative anxiety questionnaire. Figures 1 through 7 show the stem and leaf charts for the three motivation measures, communicative anxiety, proficiency, years of English learning, and years in Canada.

Figure 1 shows the distribution and frequency of scores on the instrumentality measure. The mean item score of 4.01 in a 5-point Likert scale indicated that the students possessed a fairly high level of instrumentality. The scores were negatively skewed, with a little more than half of the students having a score in the 50s. There

was one outlier with a total score of 35, who scored significantly lower than the rest, suggesting a fairly low level of instrumentality for this student.

Table 2 - Results of the questionnaires and ESL test.

Measure	Range of possible score	Min. score	Max. score	Mean score	S.D	SEM	Alpha	Mean p
Instrumentality	13-65	35	63	52.11	6.74	3.30	.76	N/A
Integrativeness	13-65	32	65	52.53	6.66	3.03	.79	N/A
Willingness to work	14-70	30	69	55.91	8.05	3.32	.83	N/A
Communicative anxiety	24-120	36	100	63.89	13.84	5.00	.87	N/A
Proficiency	0-35	5	31	18.51	6.35	2.58	.84	.53
YrEng	N/A	1 m.	13 yr	6.58yr	4.04yr	N/A	N/A	N/A
YrCan	N/A	1 m.	3.5yr	1.62yr	1.05yr	N/A	N/A	N/A

Figure 2 shows the distribution and frequency of scores on the integrative measure. The mean item score of 4.04 in a 5-point Likert scale suggested a fairly high degree of integrativeness for the students. The scores were fairly widespread with a negatively skewed distribution. There was one outlier with a low total score of 32, indicating a low level of integrativeness.

Figure 1 - Stem and leaf chart for instrumentality

Frequency	Stem & Leaf
1.00	Extremes (35)
2.00	3 . 99
4.00	4 * 2223
7.00	4 . 5778999
12.00	5 * 001111223344
12.00	5 . 555666777789
7.00	6 * 0011223

Stem width: 10.0
Each leaf: 1 case(s)

Figure 2 - Stem and leaf chart for integrativeness

Frequency	Stem & Leaf
1.00	Extremes (32)
1.00	3 . 8
2.00	4 * 24
10.00	4 . 5667778999
15.00	5 * 111112233344444
9.00	5 . 566677789
6.00	6 * 002234
1.00	6 . 5

Stem width: 10.0
Each leaf: 1 case(s)

Figure 3 - Stem and leaf chart for willingness to work

Frequency	Stem & Leaf
1.00	Extremes (30)
2.00	4 * 12
6.00	4 . 557888
10.00	5 * 1122223444
8.00	5 . 55577899
12.00	6 * 000012223334
6.00	6 . 666789

Stem width: 10.0
Each leaf: 1 case(s)

Figure 4 - Stem and leaf chart for communicative anxiety

Frequency	Stem & Leaf
2.00	3 . 69
3.00	4 * 233
1.00	4 . 5
7.00	5 * 0111244
3.00	5 . 677
5.00	6 * 00112
9.00	6 . 566688899
4.00	7 * 0222
4.00	7 . 5799
6.00	8 * 001134
1.00	Extremes (100)

Stem width: 10.0
Each leaf: 1 case(s)

Figure 5 - Stem and leaf chart for proficiency

Frequency	Stem & Leaf
.00	0 *
3.00	0 . 599
9.00	1 * 112223334
15.00	1 . 555556666788889
9.00	2 * 011122344
7.00	2 . 5678899
2.00	3 * 11

Stem width: 10.0
Each leaf: 1 case(s)

Figure 6 - Stem and leaf chart for years of English learning

Frequency	Stem & Leaf
6.00	0 * 011111
11.00	0 t 22233333333
2.00	0 f 44
6.00	0 s 667777
4.00	0 . 8899
12.00	1 * 000000111111
4.00	1 t 2233

Stem width: 10.00
Each leaf: 1 case(s)

Figure 7 - Stem and leaf chart for years in Canada

Frequency	Stem & Leaf
10.00	0 * 1112233334
1.00	0 . 8
8.00	1 * 00000000
5.00	1 . 55555
8.00	2 * 00000004
5.00	2 . 55555
5.00	3 * 00000
3.00	3 . 555

Stem width: 1.00
Each leaf: 1 case(s)

Figure 3 shows the frequency and distribution of scores on the willingness to work measure. The mean item score of 3.99 was slightly lower than the above two measures. In general, students were fairly willing to put in effort in striving to improve their English. The range of scores was wider than the above two measures, but it was also negatively skewed. Once again, an outlier was found in this measure, scoring a total of 30 points. Interestingly enough, the outlying scores on the three measures were made by the same student. It can be said that this student was not particularly instrumental, integrative or willing to learn English. More information on this student will be given in the case study under the name of Susan.

It was not surprising to the researcher that, in general, the students possessed a fairly high degree of motivation in learning English. The reason might be accounted for by the fact that the students saw the need of having a more than minimal proficiency in English in order to carry out daily demands, whether in school or

outside. Consequently, according to Littlewood (1984), they were motivated to learn the language.

Results in the communicative anxiety questionnaire were shown in figure 4. In general, the students were not especially low or high in anxiety when they had to speak in English; the mean item score was 2.66. However, there was a very wide spread of scores across the students, suggesting that they had experienced different levels of anxiety. One student scored extremely high, a total of 100, on this questionnaire, implying a high degree of communicative anxiety in speaking English.

Figure 5 shows the distribution and frequency of scores on the ESL test. It was quite surprising to find that the mean score was only 18.51, which was a little higher than 50%. Since half of the students were from Hong Kong, where students learn ESL from a very young age, it was expected that a higher mean score might be found. A wide range of scores, which was not unexpected, was found since a small number of students had learned English for a very short period of time while some had learned English for more than ten years.

Frequency and distribution of number of years of English learning were shown in figure 6. The mean number of years (6.58) was not as high as expected since half of the students were from Hong Kong and the majority of them had learned ESL for more than ten years; it was speculated that the mean might be higher. However, since there was a fairly large number of students who had learned ESL for three years or less, they contributed to pulling the mean to a lower number. For the same reasons, the range of years was very wide, ranging from one month to thirteen years. A

bimodal distribution was found, with 2 or 3 years and 10 or 11 years as the most frequently reported years of English learning.

Figure 7 shows the frequency and distribution of number of years in Canada. The mean number of years in Canada was 1.62 and as expected, there was a very wide range in the number of years that the students had been in Canada. Ten students were very new in Canada for they had been here for less than half a year.

Table 3 shows the correlations between the variables. Figures 8 through 28 (Appendix H) show the regression plots for the pairings of the variables.

It can be seen from table 3 that neither instrumentality, integrativeness, willingness to work, nor communicative anxiety correlated significantly with

Table 3 - Correlation coefficients between the variables.
N.B. $p<.01$**, $p<.05$*

	PROF.	INSTR.	INTEG.	WILL.	ANX.	YRENG
INSTR.	-.07	1.00				
INTEG.	.05	.50**	1.00			
WILL.	.16	.45**	.78**	1.00		
ANX.	-.02	-.18	-.52**	-.66**	1.00	
YRENG	.42**	-.17	-.30*	-.28	.22	1.00
YRCAN	.21	.06	-.11	.06	.01	.08

proficiency. Only years of learning English correlated significantly ($p<.01$) with proficiency. Pearson's correlation coefficient for years of English learning and ESL proficiency test was positive as well moderate (.42, $p<.01$), suggesting that students who have studied English for a longer period of time scored higher in the proficiency test. Not only a positive and significant relationship was found between number of years of English learning and proficiency in ESL, some interesting results were also found in relationships between the three motivation measures and communicative anxiety with years of English learning. All three measures of motivation were found to have small negative correlations with number of years of English learning: -.18 for instrumentality, -.30 ($p<.05$) for integrativeness, and -.28 for willingness to work. It seems that students who had learned English for a longer period of time were actually less motivated to learn English. On the other hand, number of years of English learning was found to correlate slightly positively (.22) with communicative anxiety.

In addition, two clusters of correlation can be found in table 3, one consisted of correlations among the three motivation variables, and the other one consisted of relationships among two of the motivation variables, i.e., integrativeness and willingness to work, and communicative anxiety. From the first cluster, all the three variables correlated significantly from moderate to strong with each other, implying that students who were instrumentally oriented tended to be integratively oriented too, and whether they were motivated instrumentally or integratively, they were more willing to work with their best ability. Furthermore, this cluster also suggested that instrumentality, integrativeness, and willingness to work did contribute to a general

motivation factor. In other words, the intercorrelations showed that the questionnaire worked relatively reliably as a measure of general motivation in ESL learning. The other cluster showed some interesting relationships; communicative anxiety was related to integrativeness and willingness to work, but not to instrumentality. It might be that students who wanted to be integrated into the L2 society and put more effort into learning English were also the ones who were less anxious about speaking the language because since there is a possibility that for one to be integrated, one has to be more open in gaining contact. As a result, there existed some moderately negative correlations. However, those who possessed a more instrumental motivation towards ESL learning had displayed various levels of anxiety when speaking the language, hence there was a weak and not significant relationship between instrumentality and communicative anxiety.

In the regression analysis, the best predictor as noted above, was years of English learning; $R=.42$ ($p<.01$). When instrumentality was added to the prediction, its contribution was less than .001 (i.e. insignificant). The multiple correlation increased from .42 to .45 when integrativeness was added. This addition was not significant. When willingness to work was added to years of English learning, the multiple R increased significantly by .09 to .51. Finally, when communicative anxiety was added to years of learning English, the multiple R increased insignificantly from .42 to .43.

A stepwise regression analysis was undertaken to determine the order of contribution of the four variables in predicting proficiency. Willingness to work was

the first to enter, having a multiple R of .16. The multiple R increased by .07 to .23 when instrumentality was entered. The next to enter was communicative anxiety, and multiple R increased to .28. The last variable to enter was integrativeness, it only raised the multiple R by .01 to .29. None of the additions was significant.

Overall, the effect of adding the three motivation variables and the anxiety variable to years of English learning was to increase the correlation by a very small and insignificant amount. In the present sample, years of learning English tended to overwhelm everything in predicting performance. The lack of influence of instrumentality, integrativeness, willingness to work, and communicative anxiety will be explored in greater detail later using the case studies.

Comparison groups results

Grade difference Significant differences between students in grades 7, 8, and 9 were found on two variables. Students in grade 7 had a mean proficiency score of 14.17, which was significantly ($p<.05$) lower than that of grade 9 students, whose mean proficiency score was 20.40. Furthermore, students in grade 7 had been in Canada for a mean of 1.18 years, whereas students in grade 8 had been in Canada significantly ($p<.05$) longer; their mean number of years in Canada was 2.21. This suggested that generally, students came to Canada and enrolled in grade 6 to start off with, so the higher the grade, the longer the students would have been in Canada.

Length of time in Canada No significant difference was found on any variables for students who had been in Canada for less than two years and those for

two or more years.

Gender It was slightly surprising that no significant difference was found between male and females students in any of the variables. It was suspected that male students might display less anxiety in speaking English since they are usually more active and verbal, while female students are more anxious to speak English because they are more quiet. Obviously, this was an incorrect speculation, at least for this group of students.

Origin difference Significant differences among students from Hong Kong, China/Taiwan, and Vietnam were found on five variables. Students from Hong Kong had a significantly ($p<.05$) lower mean integrative score (49.64) than students from Vietnam, who had a mean integrative score of 55.13. Furthermore, students from Hong Kong had a significantly ($p<.05$) lower mean willingness to work score (52.86) than the 59.60 mean score for the Vietnamese students. However, students from Hong Kong had a significantly ($p<.05$) higher communicative anxiety score (69.64) than those from Vietnam, who had a mean score of 56.60. Students from China/Taiwan had been in Canada for a significantly ($p<.05$) shorter mean period of time (.76 years), than the 2.20 mean number of years in Canada for the Vietnamese students. As for years of learning English, students from each of the origins showed significantly ($p<.05$) different number of years: students from Hong Kong had learned English for a mean of 9.95 years, whereas those from Vietnam had learned English for a mean of 4.40 years, while students from China/Taiwan had learned English for a mean of only 1.39 years. It was not surprising to find that students from Hong Kong had learned

English for the longest number of years. Since Hong Kong is a British Crown Colony, English is one of the two official languages there. Consequently, English language is a compulsory subject for students in elementary school, sometimes as early as kindergarten. In Vietnam, China and Taiwan, there have been fewer influences from the British or other Western countries, therefore English is less important than Vietnamese (or even French) and Chinese, hence students there may not have had the opportunity to learn English before they came to Canada.

Number of years of English learning A significant difference ($p<.05$) in only one variable was found amongst students who had learned English for 3 years or less (n=16), more than 3 but less than 10 years (n=13) and 10 or more years (n=16). Students who had learned English for 3 years or less had a mean proficiency score of 17.25, which was significantly lower than the 22.31 mean proficiency score for those who had learned English for 10 or more years. When students were divided into two groups, i.e., those above the mean number of years (6.58) and those below that, significant differences were found in four variables. Students in the above group had a significantly ($t=-2.16$, $p<.05$) lower mean integrative score (50.58) than the below group, whose mean score was 54.76. Similarly, the above group had a significantly ($t=-2.05$, $p<.05$) lower mean willingness to work score (53.67) than the 58.48 mean score for the below group. However, students in the above group scored significantly ($t=2.07$, $p<.05$) higher in communicative anxiety ($\bar{x}=67.79$) than those in the below group, whose mean anxiety score was 59.43. Finally, students in the above group had a significantly ($t=2.22$, $p<.05$) higher mean score in proficiency (20.42) than the 16.33

mean proficiency score for the below group. A detailed discussion on differences among students from different origins and students who had learned English for different number of years will be given in the next chapter.

Orientation Significant difference was found in two variables between students who tended to be instrumentally oriented, and those who tended to be integratively oriented. Standardized scores (z-scores) were used in determining whether students were instrumentally oriented or integratively oriented. Students were referred to as "instrumentally oriented" if the difference between their z-scores in instrumentality and integrativeness was positive. There were 16 students in this category. On the other hand, students were referred to as "integratively oriented" if the difference between the two variables was negative. There were also 16 students in this category. Students who were "instrumentally oriented" had a significantly ($t=2.80$, $p<.01$) higher mean communicative anxiety score (73.06) than those who were "integratively oriented" and had a 60.88 mean anxiety score. It might be possible that since students who were integratively oriented to learn ESL were more eager to maintain contact with other people, they were less anxious to speak the language, therefore they had a lower mean anxiety score. Furthermore, "instrumentally oriented" students had a significantly ($t=-2.44$, $p<.05$) lower mean willingness to work score (51.06) than the "integratively oriented" students who had a 57.81 mean willingness to work score. This is quite unexpected since instrumentally oriented students, according to Gardner and Lambert's sociopsychological theory, learn ESL for practical purposes, therefore they should be more willing to put in effort in learning so as to get ahead in

the L2 society.

Case studies

In the previous section, it has been shown that the three motivation variables and the anxiety variable had near zero, and in one case very weak, correlations with proficiency. That is, they contributed very little to the prediction of proficiency. Furthermore, it was number of years of English learning that turned out to be the best predictor of proficiency. Since half of the students were from Hong Kong and they had learned English for the greatest number of years, they might have disproportionately influenced the results. To get a better insight into the relationships of the variables, it seems useful to look at some individual students . Four students were chosen for an additional individual interview with the researcher after the results of all the 45 students responses were examined. The interviews were conducted in Chinese (Cantonese) so that these four students could express themselves more fully. In order to safeguard their anonymity, fictitious names are used in the following summary of their interviews.

Susan was chosen because she scored the lowest in all three measures of motivation. Minh, who scored close to the mean score in all three measures of motivation, was chosen as a comparison with Susan. Winnie scored the highest in communicative anxiety, while Peter had an anxiety score close to the mean.

Case study #1

Susan is a 14-year-old grade 9 student in an Edmonton Public junior high school. She is from Hong Kong and had been in Canada for only six months at the time of the interview. She has taken English classes since she was four years old, but she is not particularly interested in learning English. Since she is quite new to the country, she now has more than fifteen hours of ESL classes per week. However, she is unmotivated to learn English and she is very passive in learning and using English. Like Winnie and Peter, Susan said that she has learned very little in ESL classes.

> I hate learning English and I don't like to participate in the language activities in ESL, they are not useful at all. I'd rather sit quietly in my seat than volunteering to answer or ask questions. I seldom speak up in class, and even if I'm called upon, I'd only say a word or two.

Susan agrees that she is quite lazy in learning English, and she spends very little time studying it.

> I usually do my ESL homework as late as I can, and I only study English when there is a test on the following day. I don't mind getting low grades in ESL. I never read English books other than my textbooks because I can't concentrate. I hate looking words up in the dictionary because it takes too much time. Except for speaking English in ESL, which I don't do often, I practically don't speak it outside of school. I know I need to learn more English, yet somehow I'm just not interested and I don't know

why I don't try hard to learn.

Regarding life in Edmonton, Susan says she likes it less when compared to Hong Kong. Having been in Canada for only six months, Susan is uncomfortable when surrounded by English-speaking people and finds it difficult to comprehend what others are saying in English. Sometimes she feels alienated and feels separated from the outside world.

> I don't have any Canadian friends because I don't know how to communicate with them and I speak English poorly. Besides, I'm not interested to know them since we've nothing in common. It's just a waste of time! I've never tried, perhaps when I can speak better, I'll be more interested. I watch very little English TV, and I'm not interested in watching English movies. I'd rather stay home to watch Chinese TV or movies, or else I'll play computer games.

When asked if English is important in getting a good job, Susan believes it is not as important as having the skills required.

> I'd choose a job that requires special skills rather than one that depends on speaking English. I guess it's because of my poor skills and anxiety that I don't want to speak English at all. Deep down inside I know I should try harder to learn English, but I don't know why I've never tried!

There are some reasons that might account for Susan's not being motivated to learn English. First of all, she seems not yet used to life in Canada since she is still

quite new in the country and she seems to miss life back in Hong Kong. Secondly, since she has studied English for many years already, chances are she knows most of the materials taught in class, consequently, she finds ESL not useful and she is not interested in the activities in class. Thirdly, even though she said she knows she should try harder to learn English, the researcher got the impression that she does not feel enough pressure to actually try harder since she is not being challenged by the materials in class and she is not pushed by her parents or teachers. Perhaps as Susan stays in Canada for a longer period of time and gets a different program in ESL, she will become more interested in learning English and improve her proficiency in English.

Case study #2

Minh is a 15-year-old grade 9 Vietnamese boy in one of the Edmonton Public junior high schools. He had been in Canada for about three years at the time of the interview, and had never taken English lessons before he came here. He has about eight to eleven hours of ESL classes per week. He finds that ESL has been very useful and he is happy that he has learned a lot in those classes. His view on ESL classes is in contrast to those of Susan, Winnie, and Peter.

> Since I didn't know English when I was in Vietnam, I had no idea what others were saying when I first came to Edmonton. I wasn't exactly interested or motivated to learn English back then, but I felt a lot of pressure to learn it fast. I had a lot

> more ESL classes then and thought that since I was there, I might as well make good use of them. I volunteered a lot to ask and to answer, and I found many opportunities to speak English in class. As I knew more and more English gradually, I became more motivated and interested. Right now, except for LA, I'm in regular classes for all the other subjects. ESL has really helped me a lot in getting to where I'm now.

Outside of school, Minh likes to read English materials, whether fiction, non-fiction, newspaper or magazines. He also likes watching movies. He said he goes to West Edmonton Mall once a week to watch $1.25 movies.

Minh considers himself a diligent student and he wants to be competitive in whatever he does.

> I always try my best in everything I do. In ESL as well as in other classes, I work hard so as to get better grades. I hate getting low grades. I'm the kind of person that always wants to excel because I want to be better than other people. I speak a lot in class, mostly about classwork though. Whenever I've questions, I'll ask so that I'll know for sure I understand everything and therefore do well in tests.

When asked whether he thinks it is important to learn English so as to integrate into the Canadian society or so as to find a good job, Minh believes both are

important, but it is more important to learn English, especially to speak English well, in order to get a good job.

> If I can speak English well, I think it'll be easier to get a good job. Good jobs usually pay more money, and I think it is important to have money. Even though if I can integrate well and have lots of friends, yet without a job, life would be meaningless. Working can occupy my time so I won't be bored. Besides, I think it's more probable that with a good job, it'll be easier to make friends, thereby better able to integrate. I've poor pronunciation so I'm working hard to improve my speaking in order to communicate better.

It should be pointed out that since Minh had never learned English before coming to Canada, it is not difficult to see that he has a greater need to learn English. In other words, it can be said that he was motivated because of the pressure he felt in learning the language, i.e., a need that is imposed on him (Littlewood, 1984). Besides, having been in Canada for a longer period of time, it is likely that motivation to learn English has gradually developed and helped maintain his interest in ESL learning. Whereas for Susan, since she has previous knowledge of English and she may have not been in Canada long enough, she is not particularly motivated to learn English, which might have led to her low score on the proficiency test.

Case study #3

Winnie came to Edmonton two and one half years ago. She is 15 years old and enrolled in grade 9 in an Edmonton Public junior high school. She has studied English since she was about four years old, and is now having four to seven hours of ESL classes per week. Like Susan and Peter, Winnie finds that she has learned very little English in ESL classes and has very little improvement even after two and one half years of ESL.

> Some of the materials I'm doing in ESL now are similar to the ones I've done in grades 7 and 8. Sometimes it's very boring and the teacher often tells me not to do them because she knows I've done those before. Quite often I feel I'm being trapped in ESL, and it's a waste of time to study in ESL. There is not much chances to speak English in ESL. People with same mother tongue get together when there is group discussion and they speak their first language. I've learned more English in other regular classes since I can learn from my classmates and learn from looking words up in the dictionary. I think more regular class experience is more useful in learning English than spending a lot of time in ESL classes.

Winnie is highly anxious about speaking English. She is afraid that others will laugh at her when she speaks English. She says she feels very uncomfortable and

literally feels sick when she has to speak in front of the class.

> I'm very reluctant to speak up in class. I never volunteer to answer, and when I'm called upon, I can feel my heart beating very fast. I'll blush and feel embarrassed because everyone else is very quiet, and some are staring at me. I don't want to be the focus of everyone's attention, it makes me very uncomfortable and very nervous. Strangely enough though, even though I know my problem, I've never tried to overcome it.

Fortunately, Winnie has a few Canadian friends. Interestingly enough though, all of these friends got to know her better only because she was in a "good mood", and had opened up a bit more.

> I'm usually very shy and quiet. My first impression of the other person is very important. If the other person looks nice and friendly, I'll be less intimidated and more willing to talk, especially when I'm in a good mood too. However, if the other person looks unfriendly, I'll be easily intimidated, and I'll not talk. Basically, I'm very easily affected by how others look and act.

When asked why she is so anxious about speaking English, Winnie said it is probably because of her poor communication skills and poor pronunciation since she was a small child.

> My parents always say they don't understand what I'm talking about, even in Chinese, but they've never helped me with it. Sometimes I don't know how to present my ideas because I don't know enough English words. I've tried to put aside my anxiety and speak up more often, but if others say pardon me or things like that, I'll become anxious and immediately hold back. Other times even before I open my mouth to speak, I'd decide that I'm not going to speak well or others won't understand what I'm saying. I know if I speak more, I might be less nervous, but I don't know why I've not tried hard, I guess I'm just too shy and too passive.

Winnie feels that she is more comfortable when speaking with teachers because they are better listeners and are more willing to clarify what she says. On the other hand, she feels less comfortable when speaking with her schoolmates, especially those who are less attentive.

Winnie's ESL teacher said she is the most advanced student in class, and she is doing well in her written and listening work, she just needs to overcome her anxiety in speaking English.

It seems that Winnie needs constant reinforcement from people around her to show her that she is capable of speaking English better than she thought. She had the fifth best score in the ESL test and she had been integrated into the mainstream,

except for L.A., indicating that she has already achieved good proficiency in English. Perhaps an ESL program focussing on speaking would help Winnie to gain high proficiency in all areas of English.

Case study #4

Peter is also 15 years old and enrolled in grade 9 in an Edmonton Public junior high school. He arrived in Canada from Hong Kong about six months ago. He started to learn English when he was 3 or 4, and is now having more than fifteen hours of ESL classes per week. Like Susan and Winnie, Peter thinks ESL is not useful in learning English.

> So far I've learned very little in ESL. There is little opportunity to speak English in ESL. People always group with those who speak their first language. Like me, I always group with students from Hong Kong. We speak in Cantonese even though the teacher tells us to speak in English. It feels strange to speak English with someone who can speak Chinese! I believe I'll learn more if I'm in regular LA because I'll be forced to ask and I can use more English.

Even though Peter is shy in some areas, he is not shy at all in speaking English. He likes to speak English and has little fear in doing so.

> I'd like it if I could speak more often in English because the more I speak English, the more opportunities I'll be corrected,

> therefore the better able I'd have my English improved. I don't mind other people laughing at my English because I can ask them what is wrong, and so correct my mistakes.

Peter is very active in making contact with others and has make quite a number of friends, especially Canadian ones, in school already.

> I like to speak English with my schoolmates because I think it's important to always keep up with speaking English. I believe that it's only through speaking up that I can know if I'm correct or not. If I make a mistake, I can correct it. However, if I don't speak up, I'll never know whether I'm correct or not.

In contrast to Winnie, Peter finds that he is more comfortable speaking English with friends than with teachers.

> I can talk about a lot of things with my friends. I'm more open and more willing to speak with them because I don't need to be correct all the time. However, when I speak with teachers, I feel pressured to be correct because they know more. I'm more serious, more careful and a bit more anxious when speaking with teachers. I'm slowly trying to overcome this fear, and I hope I can do so soon.

A number of similarities and differences can be drawn from the four cases. The three students from Hong Kong all shared the view that ESL classes had not been

useful in improving their level of English. Since they all have studied English since 3 or 4 years old, they have already learned the basic grammar, which is the focus of ESL classes, therefore they have learned very little in those classes. On the other hand, since Minh had not learned English before coming to Canada, all the materials taught in ESL classes have been very useful for him.

These four cases deviated to a certain extent from the general result of the study which stated that years of English learning was the best predictor of proficiency. Even though there was an eight- to nine-year difference in years of English learning for Minh and Peter, they had a similar score on the proficiency test. However, even though the three students from Hong Kong all had learned English for about 10 to 11 years, their scores on the proficiency test were far from similar: one scored at the lower end, the other in the middle, and the third at the upper end.

Minh and Peter displayed similar levels of instrumentality, integrativeness, willingness to work, and communicative anxiety. For them, years of English learning was not significant in predicting their proficiency since they had a big difference in English learning experience, yet they had a similar score in the ESL test. It was the similarities in their levels of the four variables that had contributed to their similar level of proficiency.

Chapter V

Discussion

The results of the study were contrary to Gardner and Lambert's (1972) sociopsychological theory, and their supporters (Lukmani, 1972, Oller, et. al., 1977) since instrumentality was not particularly effective for these 45 members of ethnic minority groups. There was a near zero negative correlation (-.07) between instrumentality and proficiency in ESL, indicating that a student with a high instrumental score did not necessarily score higher on the proficiency test. Integrativeness had a near zero positive correlation (.05) with proficiency again, suggesting that a student with an integrative orientation would not necessarily score higher on the proficiency test. Willingness to work had a slightly positive correlation (.16) with proficiency, i.e., contrary to expectation, students who were more willing to work have only slightly higher proficiency in ESL. Since the subjects in Gardner and Lambert's study had fairly similar backgrounds in terms of experience in ESL or FSL learning, any differences in their motivation, whether instrumental or integrative, became crucial in predicting their proficiency. However, subjects in the present study had varying amount of differences in their background, especially in terms of previous experience in English learning. Even if they displayed similar levels of motivation, their proficiency was far from similar. Consequently, there were near zero correlations between the three motivation variables and proficiency.

Unlike studies done by Gardner, et. al. (1976), Horwitz, et. al. (1986), El-Banna (1989) and Sanchez-Herrero, et.al. (1992), communicative anxiety was found to

be virtually uncorrelated with proficiency in ESL. This can be clearly seen in the case studies. Winnie had the highest communicative anxiety level (2.5 standard deviation above the mean), yet she scored among the highest in the proficiency test. Susan, who scored about 1 standard deviation above the mean in communicative anxiety, scored among the lowest in the ESL test. Furthermore, for Minh and Peter who scored around the mean in communicative anxiety, they had a close to average score in proficiency. In other words, knowing the level of communicative anxiety of a student did not help in predicting ones proficiency in ESL.

All the three measures of motivation were found to correlate negatively with communicative anxiety, confirming the conclusion made by Gardner, et. al. (1992), but the correlation between instrumentality and communicative anxiety was near zero (-.18). Integrativeness and communicative anxiety had a moderate and significant relationship (-.52), and willingness to work and communicative anxiety had the strongest correlation of the three -.66. In other words, the more integratively oriented or willing to work, the lower the level of communicative anxiety will be. The cases of Susan, Winnie, and Peter supported this result. Susan and Winnie were not very motivated either integratively or willingly to work, and at the same time, they scored high in communicative anxiety. Whereas the more motivated Peter was less anxious in speaking English. It seems reasonable to think that high motivation and low communicative anxiety should go together since if a person is highly motivated to learn English so as to be integrated into the wider society, one should also be less intimidated to speak the language, or else, it would be difficult to become part of it.

The four major variables in the study, i.e., instrumentality, integrativeness, willingness to work, and communicative anxiety, all turned out to be unsuccessful in predicting proficiency in ESL learning. Even when years of English learning was partialled out so as to eliminate the effect of English experience, the four variables were shown to contribute little to the prediction of proficiency. It was the number of years of English learning that was found to be the best predictor of proficiency. A test of means between students who had learned English above the mean number of years and those below showed that students who have learned English above the mean number of years scored significantly ($t=2.22$ $p<.05$) higher in the ESL test than those who have learned English for shorter number of years. It seems logical to believe that as one learns a language for a longer period of time, one should have learned more and become more advanced, hence should also gain a higher proficiency in the language.

Somewhat unexpected results were found in the test of means on the group of students who had learned English above the mean number of years and those below. Significant differences were found for the variables integrativeness and willingness to work; students who had learned English for a longer period of time were less motivated integratively and less willing to work in order to further improve their English. Even though they had learned English for a longer period of time, they were not particularly interested in the English culture, and they might have learned English just because they had to. Moreover, with more years of English learning, they might think they had acquired enough and were not as willing to put more effort into it.

Furthermore, from the case studies of the students from Hong Kong, especially Susan and Winnie, it was pointed out that ESL classes were not useful since they had already learned the basic grammar that is being taught in ESL classes. They found classes boring for there was nothing new or challenging; as a result, they were not motivated.

Similarly, a significant difference in communicative anxiety was found for students who had learned English above and below the mean number of years. Students who had learned English for a longer period of time actually scored higher in communicative anxiety. A possible explanation for this phenomenon is that the majority of students who had learned English for a longer period of time were from Hong Kong, where students have few opportunities to actually speak English, even in English class. When they came to Canada, even though they had learned English since they were about four years old, they did not have enough experience to communicate in English. As a result, some of them had experienced a fairly high level of anxiety when they had to speak English.

Interesting results were found among students from different countries of origin, namely Hong Kong, China/Taiwan, and Vietnam. Students from Hong Kong had the lowest mean scores in all three measures of motivation: instrumentality ~ 50.54, integrativeness ~ 49.64, and willingness to work ~ 52.86. Confirming the results on previous studies on motivation and anxiety, students from Hong Kong had the highest mean score in communicative anxiety. However, this group had the highest mean score in proficiency, suggesting that comparatively low motivation and high communicative anxiety did not necessarily lead to poor proficiency. The students

from Hong Kong had learned English for a mean of 9.95 years, the longest amongst the three groups. Since the number of years of learning English was shown to be the best predictor of proficiency in ESL, it is not surprising that even though students from Hong Kong had the lowest level of motivation and highest level of communicative anxiety, they still scored the highest in proficiency amongst the three groups.

A major discovery in the case studies is that three out of the four students interviewed thought that ESL classes are not useful in teaching them more English. These three students were all from Hong Kong and they had been learning English for about ten to eleven years. They have already learned most of the material taught in ESL classes before they came to Canada. Subsequently, they did not find ESL helpful in assisting them to improve their English. Furthermore, due to the number of students in ESL that speak Chinese, they did not have much chance to practice in class since students usually group with those who speak their first language. Two of the three students were integrated into other regular classes, and they found that they learned more English there since they have to use English with their classmates. On the other hand, the student who found ESL classes useful, learned English only since he came to Canada about three years ago. Not knowing any English before he first came, it was in ESL classes that he had learned many things that he now knows.

It seems that there were some contrary results to the sociopsychological theory proposed by Gardner and Lambert because, instead of proficiency, it was the current rate of improvement that was used to relate to motivation. Due to the amount of

previous English learning experience for nearly half of the students and the perceived uselessness of ESL classes, these students seemed not to have gained much in terms of ESL proficiency. In other words, instead of measuring their current level of proficiency, there is the possibility that their previous level of proficiency before they came to Canada was being measured. Whereas for students who had not learned English before coming to Canada, they were more motivated because they had a perceived need to learn the language, subsequently, ESL classes seemed to be relatively helpful to them in gaining proficiency. In terms of current rate of improvement, they would have maintained a high rate since they might be moving from zero proficiency to some proficiency. It would have been more accurate in the results looking at the relationship between motivation and proficiency if students were blocked in terms of their years of English learning. However, because of the number of students in this present study, there were not enough students to be blocked.

It should be pointed out that the level of proficiency that was being tested was mainly on the grammatical part of English. Students level of proficiency in terms of speaking had not been tested in the study. One should also be reminded that it was communicative anxiety, i.e., anxiety in speaking ESL, that had been measured, this should not be treated as anxiety in using the language in other areas.

Conclusion

The general results for the group of 45 students in the study showed that attitudinal factors and level of communicative anxiety were not significant in

predicting their level of proficiency. Whether one has a certain level of instrumentality, integrativeness, willingness to work or communicative anxiety, it is difficult to predict his/her level of proficiency in ESL . However, if one's background of English learning is known, eg. number of years of English learning, it is more probable to predict with certainty about his/her level of proficiency.

Implications for future ESL research

First of all, students whose first language is not English have to take ESL classes when they enroll in schools in Edmonton and many other cities in Canada. However, for those in the junior high level who have studied English before coming to Canada, especially the ones who have studied English from a young age, ESL classes seem not to be useful since they have learned most of the material already. Perhaps for these students, the focus of ESL classes should be less on grammar, and more on conversation. These students usually have very little opportunity to speak English even though they might have learned it for many years, therefore an ESL program emphasizing speaking skills would be more useful to them.

Secondly, students from the same country always get together when they have group discussions. This limits their chances to speak English since it is highly likely that they would speak in their first language. In light of this, it might be more helpful to put students in smaller classes so that each student can have more individual time to actually speak English with the teacher.

Last but not least, perhaps teaching more about Canada and its people might

help to raise the integrativeness of students which might help to increase their motivation and to decrease their anxiety.

Limitations of the study

At least two limitations of the study must be recognized. First, considering the exploratory nature of the study, the utility is primarily in locating the relationships among instrumentality, integrativeness, willingness to work , communicative anxiety, and proficiency in ESL learning for the Chinese-speaking immigrant students so as to shed some light on the appropriateness of current ESL programs in meeting the needs of these students. Second, generalizability of the findings from this study is limited, due to the non-random sampling, i.e., the sample might not be representative, they can only reflect the situation of the Chinese-speaking immigrant ESL students in this particular study.

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Dear Parent/Guardian,

I am a Master's student at the University of Alberta and am doing a research on English as a second language (ESL) learning. The purpose of the study is to explore the relationships among motivation, communication anxiety and second language proficiency in junior high Chinese-speaking students who have been in Canada for less than five years. Most previous research in the area has been on Canadian students learning French as a second language, it is my hope that the results of my research can help us to better understand the above relationships in our immigrant students. Anticipated value includes a better understanding of the needs of our immigrant students so that ESL teachers can better assist them to be more motivated in learning English and reducing their possible anxiety in using English, thereby raising their proficiency level more efficiently.

The research includes three questionnaires and an ESL test which are to be completed by ESL students and administered by the researcher in small group settings. The three questionnaires are Student Background Information, which asks students about some personal information, Motivation in Learning English, which concerns students' motivation in their learning of English, and Communication Anxiety in English, which indicates students' level of anxiety in speaking English. The ESL test is a proficiency test indicating students' level of achievement in English.

I will greatly appreciate if you will tell your child about the research and permit your child to complete the questionnaires and test in the month of November/December/January (a total of about 1.5 hours), all during class time or prearranged time. All the responses will be kept confidential and no individual information will be released or reported, rather information will be reported as groups of students. The study has been approved by the Ethics Review of the Department of Educational Psychology.

Please understand that you or your child is under no obligation to participate. If you or your child choose not to participate, there will be no consequences.

If you have any questions regarding the research, please feel free to contact Ella Lau or Professor Tom Maguire, supervisor, at 492-3762.I want to thank you in advance for your cooperation.

Yours Sincerely,

Ella Lau

敬啓者：

本人現修讀亞省大學教育碩士課程，為了完成畢業論文，現正進行一學習英語為第二語言之研究工作。這工作對象主要以華語移民學生為主，探討問題是學生對學習英語的動機，在英語對話方面的憂慮，及英語成績上這三方面所存的關係。過往絕大部份在這方面的研究對象是加拿大學生學習法語為第二語言，因此本人希望這研究結果能令大家進一步了解移民學生對學習英語的需要，令老師更能有效地激發學生的學習興趣，亦希望藉此減低學生英語會話的憂慮，繼而有效地提高學生的英語程度。

參與這研究工作的學生將在特定的時間內在研究生的協助下，完成三份問卷及一英文測驗。三份問卷名為：一，STUDENT BACKGROUND INFORMATION，將問及學生的學習背影問題，二，MOTIVATION IN LEARNING ENGLISH，問及學生學習英語的動機，和三，COMMUNICATION ANXIETY IN ENGLISH，問及學生在利用英語對話時的憂慮程度。而英文測驗則名為 ENGLISH AS A SECOND LANGUAGE TEST，是用來測定學生的英語程度。

本人極希望閣下能通知貴子女有關此研究之詳情，並准許貴子女在本年十一/十二月/一月（共約12小時）參與這研究測驗。所有個人資料絕對保密，此研究工作已得到大學的道德審核小組批准，而研究之結果將在本人之論文內公開。

請閣下明白，閣下與貴子女並沒有任何義務參與此研究測驗，如閣下或貴子女拒絕參加，將絕對不會承受任何後果。

若閣下有任何關於此研究之問題，請致電本人 ELLA LAU 或 PROFESSOR TOM MAGUIRE 於 492-3762。多謝。

此致

Ella Lau

AUTHORIZATION FOR A CHILD TO PARTICIPATE IN RESEARCH

I, _____, authorize the
(name of parent or guardian)
participation of _____ in the
(name of student)
research entitled: *Motivation, Communicative Anxiety and Proficiency in Learning English as a Second Language*.

The nature and purpose of the research investigation have been explained to me through the cover letter provided by the researcher. I understand that

_____
(name of student)
will be given an explanation of the research by the researcher. Further I understand that he or she has the right to withdraw from the research at any time without penalty.

I also understand that reasonable safeguards will be taken to maintain the confidentiality and anonymity of the information collected in the research.

Signed _____
(parent or guardian)

Date _____

To be retained by the researcher.

允許學生參與研究書

本人 _____ 允許
(家長或監護人英文姓名)

_____ 參與名為 MOTIVATION, COMMUNICATIVE
(學生英文姓名)

ANXIETY AND PROFICIENCY IN LEARNING ENGLISH AS A SECOND LANGUAGE 的研究工作。

本人明白在該研究詳情的信上所提及之事項，亦清楚 _____ 將得到研究生解
(學生英文姓名)

釋該工作的性質及目的。

本人明白參與學生有權在任何時間退出參與及將不會受到任何處罰，而一切於研究工作上所收集之資料將絕對保密。

家長或監護人簽名 _____

日期 _____

(本允許書將由研究生保管)

STUDENT'S CONSENT TO PARTICIPATE IN RESEARCH

I, _____, consent to participate in
(name of student)
the research investigation entitled: *Motivation, Communicative Anxiety and Proficiency in Learning English as a Second Language.*

The nature and purpose of the research have been explained to me by my parents or guardians and will be explained to me again by the researcher. The researcher is authorized to carry out the research on the understanding that I have the right to withdraw from the research at any time I so desire without penalty.

I understand that my responsibility in the research is to complete the three questionnaires, namely, Student Background Information, Motivation in Learning English and Communication Anxiety in English, and English as a second language tests to the best of my ability.

I also understand that reasonable safeguards have been taken to maintain the confidentiality and anonymity of the information I will give in the research.

Signed_____
(student)

Date _____

To be retained by the researcher.

STUDENT BACKGROUND INFORMATION Appendix D

(Please use a pen to fill in the questionnaire.)

1. School: _____

2. Name of student: _____

3. Grade: (circle one) 7 8 9

4. Age: 11 12 13 14 15 16 5. Sex: M F

6. Country of origin: (circle the appropriate letter)
   A. China
   B. Hong Kong
   C. Taiwan
   D. Others (please specify) _____

7. About how many years have you studied English? _____

8. About how many years have you been in Canada? _____

9. How many hours per week do you have classes with your ESL teacher?
   A. more than 15 B. 12-15 C. 8-11 D. 4-7 E. 3 or less

10. Do you have friends who are native speakers of English? Y N
    If yes, who do you spend more time with?
    A. Chinese-speaking friends
    B. English-speaking friends
    C. both about the same

11. About how much time do you spend speaking English outside of class every day?
    A. none
    B. very little (eg. asking directions, shopping, etc.)
    C. occasionally (eg. with English-speaking friends)
    D. most of the time

12. How well do you think you speak English now?
    A. poorly B. fair C. good D. very good

13. Does anyone in your family speak English? Y N
    If yes, which language is most often used in your family?
    A. Chinese
    B. English
    C. both about the same

14. How often do you read Chinese newspapers or magazines?
A. daily B. weekly C. once in a while D. seldom

15. How often do you read English newspapers or magazines?
A. daily B. weekly C. once in a while D. seldom

16. Do you watch television or video programs in English?
A. never B. not very often C. once in a while
D. as often as you can
E. choose watching programs or videos in Chinese, otherwise you do not watch television at all.

17. If you have a choice between listening to a radio program in Chinese or in English, you
A. would not listen to the English programs
B. sometimes listen to the English programs and sometimes to the Chinese ones
C. choose English programs

18. Do you spend time trying to improve your English outside of class? Yes No
If yes, how? (circle the activities that you do)
A. watching TV
B. reading
C. writing
D. speaking with friends
E. going to movies
F. others (please specify) _____

MOTIVATION IN LEARNING ENGLISH Appendix E

(Please use a pen to fill in the questionnaire.)

School: _____

Name of student: _____

Sex: (circle one) M F Grade: 7 8 9

Age: 11 12 13 14 15 16

The following are statements concerning motivation in learning English. It is comprised of three subscales of 1. measure of instrumentality (items 4, 8, 9, 11, 19, 20, 24, 25, 31, 32, 33, 34, 40); 2. measure of integrativeness (items 5, 7, 10, 14, 15, 22, 23, 27, 30, 35, 36, 38, 39); and 3. measure of willingness to work (items 1, 2, 3, 6, 12, 13, 16, 17, 18, 21, 26, 28, 29, 37).It has been found that many people agree with each statement and many disagree. You are asked to circle one of the numbers after each statement which is most closely to what you think.

For example: (Note: SD - strongly disagree - 1
D - disagree - 2
N - no opinion - 3
A - agree - 4
SA - strongly agree - 5)

	SD	D	N	A	SA
This questionnaire is about motivation in learning English.	1	2	3	4	5

Now answer the following statements. Please answer every item and circle only one number in each item. If you want to change an answer, cross out your first mark completely. Thank you very much for your response.

	SD	D	N	A	SA
+ 1. I work hard in class trying to get better grades in English.	.02	.07	.07	.29	.56
- 2. I think participating in English language activities is a bad use of my time.	.47	.20	.24	.07	.02
- 3. I never study English outside of class.	.40	.44	.02	.13	.00
+ 4. I think English is required to get a good job.	.00	.02	.11	.22	.64

	SD	D	N	A	SA
+ 5. I like living in an English-speaking country.	.04	.09	.22	.40	.24
- 6. I never read other English materials besides textbooks.	.31	.38	.22	.09	.00
- 7. I hate learning English.	.62	.24	.09	.02	.02
+ 8. People will like me more if I know English.	.04	.11	.22	.31	.31
- 9. English skills will not help me understand other subjects better.	.44	.29	.09	.11	.07
+ 10. I like to read English story books when I have spare time.	.00	.04	.38	.33	.24
+ 11. A junior high student should know English.	.00	.07	.16	.29	.49
+ 12. I want to study English outside of class.	.02	.13	.18	.36	.31
- 13. I am a lazy English student.	.40	.24	.16	.16	.04
+ 14. I think English-speaking people like to help others.	.11	.07	.27	.36	.20
+ 15. I would like to have good friends who are native speakers of English.	.00	.07	.18	.33	.42
+ 16. I try my best in doing everything.	.02	.09	.11	.36	.42
+ 17. I always do my English homework as soon as I can.	.00	.11	.11	.36	.42
- 18. I hate to participate in language activities in class.	.40	.31	.20	.09	.00

	SD	D	N	A	SA
- 19. I believe English is not important for a good job.	.58	.27	.09	.04	.02
+ 20. Knowing English will help me make more friends.	.02	.04	.09	.33	.51
- 21. I do not mind getting a few low grades in English.	.42	.18	.16	.18	.07
+ 22. The more I learn English, the more I want to know native speakers of English.	.00	.04	.24	.33	.38
- 23. I will be less useful to society if I know English.	.49	.27	.11	.09	.04
- 24. Knowing English will not help me understand things better.	.49	.38	.07	.02	.04
+ 25. English skills can increase my ability to think carefully.	.00	.11	.31	.33	.24
- 26. I think it is not useful to participate in any language activities in class.	.33	.42	.18	.07	.00
+ 27. I like learning English.	.00	.11	.13	.38	.38
+ 28. I like to read English materials other than textbooks.	.02	.09	.20	.40	.29
+ 29. I enjoy participating in many activities in English.	.00	.09	.27	.42	.22
- 30. I believe that English-speaking people are not friendly.	.27	.36	.18	.20	.00
+ 31. A person who knows English will usually get a good job.	.04	.13	.11	.44	.27

	SD	D	N	A	SA
+ 32. I will be able to talk to speakers of other languages if I know English.	.02	.09	.16	.40	.33
- 33. Knowing English will make me less open to ideas.	.13	.20	.31	.31	.04
+ 34. I can get a good job if I know English.	.04	.09	.09	.29	.49
- 35. Knowing English will make me not friendly.	.53	.29	.11	.07	.00
+ 36. If I know English, I can understand English speakers more.	.00	.02	.02	.38	.58
+ 37. I always want to get good grades in English.	.00	.07	.04	.27	.62
- 38. I hate reading books in English.	.44	.27	.20	.09	.00
+ 39. If I know English, I can help others more.	.00	.00	.07	.51	.42
+ 40. It will be easier for me to get a good job if I know English.	.00	.02	.11	.36	.51

(N.B. : + positively worded, - negatively worded)

COMMUNICATION ANXIETY IN ENGLISH Appendix F

(Please use a pen to fill in the questionnaire.)

School: _____

Name of student: _____

Sex: (circle one) M F Grade: 7 8 9

Age: 11 12 13 14 15 16

The following are sentences concerning anxiety in speaking English.You are asked to circle one of the numbers after each sentence which is most closely to what you feel.

For example: (Note: SD - strongly disagree - 1
D - disagree - 2
N - no opinion - 3
A - agree - 4
SA - strongly agree - 5)

	SD	D	N	A	SA
This questionnaire is about anxiety in speaking English.	1	2	3	4	5

Now answer the following sentences. Please answer every item and circle only one number in each item. If you want to change an answer, cross out your first mark completely. Thank you very much for your response.

	SD	D	N	A	SA
+ 1. I hate talking in English with groups of people.	.27	.33	.22	.18	.00
- 2. Generally, I am comfortable while talking in English with groups of people.	.00	.13	.36	.29	.22
+ 3. I am frightened to speak in English class.	.20	.22	.18	.33	.07
+ 4. When speaking with a stranger in English, I do not know what to do.	.16	.27	.33	.24	.00
- 5. I have no fear of speaking in English.	.04	.13	.36	.22	.24

	SD	D	N	A	SA
- 6. I am very calm and relaxed when speaking English.	.07	.22	.24	.33	.13
+ 7. I feel sick when I have to speak English in class.	.33	.29	.16	.16	.07
+ 8. While speaking in English, I get so nervous I forget things I really know.	.16	.40	.16	.22	.07
+ 9. Standing in front of the class to speak makes me very uncomfortable.	.11	.11	.33	.29	.16
- 10. I feel confident doing oral class exercise.	.04	.11	.31	.38	.16
- 11. I have fun when we act in class.	.07	.11	.22	.42	.18
+ 12. I feel uncomfortable doing oral work in small groups.	.16	.33	.24	.20	.07
- 13. I enjoy doing oral work with a partner.	.04	.13	.20	.53	.09
+ 14. I try not to speak in class.	.33	.20	.20	.18	.09
- 15. Doing oral classwork makes me feel good.	.09	.04	.29	.38	.20
- 16. I like to speak in English.	.02	.07	.16	.40	.36
+ 17. I am nervous about speaking in English.	.13	.24	.33	.24	.04
- 18. Speaking in class is the activity I enjoy the most.	.09	.31	.22	.29	.09
- 19. Speaking in class is a lot of fun.	.02	.20	.24	.24	.29
- 20. I would like it if I could speak more often in English.	.00	.11	.11	.44	.33

	SD	D	N	A	SA
+ 21. I feel frightened when I don't understand what other people are saying in English.	.07	.24	.07	.31	.31
+ 22. I worry about speaking in English.	.18	.20	.22	.24	.16
+ 23. I can feel my heart beating very fast when I answer a question in English class.	.11	.16	.27	.22	.24
+ 24. I am afraid other people will laugh at me when I speak English.	.20	.22	.20	.24	.13

(N.B.: + positively worded, - negatively worded)

ENGLISH AS A SECOND LANGUAGE TEST Appendix G

School: _____

Name of student: _____

Grade: (circle one) 7 8 9

Please read the following instructions carefully before you start.

1. Do not open this booklet until you are told to do so.

2. This test contains 35 items, which are divided into 5 sections. Before each section, special directions are given. Example is given to show how to answer the items. Read the directions and the example carefully before you begin each section.

3. If you do not understand the directions, raise your hand and the example will be explained to you.

4. Work fast, but carefully. Be sure to answer by circling the letter of the correct choice. Do not spend too much time on one question. If you see that you can not answer the question after you have thought for a while, go on to the next item. First answer all the questions you can in all sections. If there are any questions you have not been able to answer right away, return to them after you have gone through the whole test. You may guess, but you should try your best to answer correctly. You will have 25 minutes to complete the test and you will be told the time after 15 minutes and again 2 minutes before the end of the test period.

5. Most questions have only one correct answer. For some questions, however, you are asked to choose the most natural of the correct answers. The section where this is the case will be indicated to you.

6. Do not turn this page until you are told to do so.

SECTION I - Recognition of Antonyms

Directions: One word in each sentence has been underlined and one word has been left out. From the answers given, choose the missing word which should be the opposite of the word underlined. Answer by circling the letter of the correct choice. Here is an example.

Eg. 1. Mr. Brown's car is not fast, but _____.

A. large
B. long
C. small
D. slow
E. dirty

The opposite of fast is slow, so the letter D has been circled for you.

Now begin the test items by circling the letter of the correct choice for each question.

1. Is your friend a chubby boy? No, he is _____.

A. round
B. short
C. thin
D. large
E. tall

2. After the rather rainy spring time, we would like to have a _____ summer.

A. short
B. heavy
C. cloudy
D. dry
E. showery

3. I like to eat raw fish, but my sister likes _____ ones.

A. salted
B. cooked
C. smelly
D. fresh
E. dried

4. Ken's behind Mary. Mary's _____ Ken.

A. in front of
B. between
C. beside

D. next to
E. under

5. When the clock's hands are at twelve, it is either noon or _____.
A. midday
B. night
C. midnight
D. winter
E. morning

6. Mary visits her mother frequently, but John _____ does.
A. nowhere
B. seldom
C. nothing
D. none
E. ever

END OF SECTION I. GO ON TO SECTION II.

SECTION II - Recognition of Structural Features

Directions: In each of the following sentences, a word or words are missing. From the alternative answers which are given, choose the most natural words or word to complete the sentence and circle the letter of the answer. Here is an example.

Eg. 1. Sentence: _____ is your name?
Answer: A. What
B. Who
C. Whom

The most natural word is What, so you should have circled A. Now begin the test items. Answer by circling the letter of the correct choice in each question.

7. The news _____ good today.
A. is
B. were
C. are

8. I met him _____ the stairs as I was coming up.
A. along
B. on
C. at

9. I didn't hear what she was _____.
   A. speaking
   B. saying
   C. telling

10. What time _____ dinner?
   A. does Peter have
   B. does Peter has
   C. Peter has

11. We have studied English _____ 1992.
   A. since
   B. for
   C. from

12. He _____ live in the country than in the city.
   A. prefers
   B. likes better to
   C. would rather

13. Do you know _____ this book is?
   A. whom
   B. of whom
   C. whose

14. _____ live in the town.
   A. Somebody
   B. Some people
   C. Anybody

15. The children _____.
   A. study in the afternoon never
   B. never study in the afternoon
   C. in the afternoon study never

END OF SECTION II. GO ON TO SECTION III.

SECTION III - Vocabulary - Recognition

Directions: Each sentence has one or more words underlined. Circle the letter of the correct choice which corresponds to the answer which explain what the underlined word in each particular sentence means. Here is an example.

Eg. 1. Sentence: The old man was one of my uncles.

Answer: A. mother's brother
B. father's friends
C. sister's children

The best answer is mother's brother, so you should have circled A. Now begin the test items and circle the letter of the correct answer for each question.

16. Susan resembles her mother.
A. dislikes
B. looks like
C. phones

17. She is a diligent student.
A. lazy
B. shy
C. hard-working

18. Please turn off the radio.
A. I want to listen
B. I don't want to listen
C. I want to see

19. The person over there is my nephew.
A. brother's son
B. brother's daughter
C. brother's wife

20. I am very thirsty.
A. I want to sleep
B. I want to eat something
C. I want to drink something

21. He is bald.
A. no hair
B. no legs
C. no teeth

END OF SECTION III. GO ON TO SECTION IV.

SECTION IV - Reading Comprehension (Short Sentences)

Directions: Circle the letter which corresponds to the answer that best follows on from the sentence in each question. Here is an example.

Eg. 1. Sentence: John is a friend of mine.
Answer: A. John is my only friend.
B. John is one of my friends.
C. John is a friend of everybody.

The best answer is John is one of my friends, so you should have circled B. Now begin the test items by circling the letter of the best answer for each question.

22. He has made a lot of money by writing.
A. He's a rich man.
B. He has a large bookshop.
C. He has written a lot of books.

23. The policewoman said, "Freeze!"
A. She ordered the thief not to move.
B. She ordered the thief to put up his hands.
C. She ordered the thief to turn around.

24. The man is dumb.
A. He can't hear anything.
B. He can't say anything.
C. He can't see anything.

25. This car is less expensive than that one.
A. The first car is cheaper than the other one.
B. The first car is as expensive as the other one.
C. The two cars are the same price.

26. The tall man with dark hair is a doctor.
A. The doctor is not tall.
B. His hair is long.
C. He has dark hair.

27. There were fewer apples on the table than I had bought.
A. I thought there would be better apples there.
B. I thought that there should be more apples there.
C. There were bigger apples on the table.

END OF SECTION IV. GO ON TO SECTION V.

SECTION V - Reading Comprehension (Continuous Passages)

Directions: For each set of items you are given a passage and questions upon the passage. Choose the correct alternative as an answer to each of the questions and circle the letter for it. Here is an example.

Eg. Passage:

There is a lot of traffic in London, and Susan is very careful. She looks first to the right, then to the left and then to the right again. Then she crosses the road. She has learned at school to look to the right and to the left before crossing the road. Her mother is glad that she is so careful.

Question: i. How does Susan's mother feel about Susan's being careful?

Answer: A. sad
B. happy
C. nervous
D. worry

The correct answer is that his mother is glad. She is happy, so you should have circled B. Now begin the test items by circling the letter of the correct answer for each question.

Question 28 - 31

It was already dark when George, Vivian, Peter and Judy got back from their unsuccessful day's fishing. They were very hungry, of course, and had long since finished the sandwiches and bananas their mother had packed for them before they left home that morning. "Well," said mother, looking at her four children, "even if you haven't caught any fish you look better for a day out in the fresh air. Now Judy, you must be in bed when your father comes home at 9 o'clock, so you have just half an hour to wash, eat and get upstairs. You older ones can stay up till 9:30, but no later!"

28. The youngest child was called:
A. Vivian
B. Peter
C. Judy
D. George

29. How many fish had the children caught?
A. None
B. One
C. Five
D. Ten

30. At what time did they come home?

A. 7:30 a.m.
B. 8:30 a.m.
C. 8:30 p.m.
D. 9:00 p.m.

31. Their mother thought the day in the country:
A. was a waste of time.
B. had done the children good.
C. had been a dangerous adventure.
D. had made them sleepy.

Question 32 - 35

She sat at the back of the class. She was a very quiet girl and you did not often notice her or hear her voice. Nobody guess that Pamela often was day dreaming. During one lesson, she thought she was an air-hostess in a big air liner, smiling at the passengers. During another lesson, she saw herself dressed in white, walking up the aisle in the church and holding a bunch of flowers. One day in social studies lesson, she thought she was a Canadian girl with long blonde hair and carrying her little brother on her back. Pamela did not hear when the teacher asked her the name of the biggest province in Canada, and she was surprised to see the teacher standing beside her, looking angry.

32. What happened when the teacher asked Pamela a question?
A. She didn't hear the question.
B. She told the teacher the name of a province in Canada.
C. She smiled at the teacher.
D. She went to the back of the class.

33. Which of these is true about Pamela?
A. She has long blonde hair.
B. She smiles at the passengers.
C. She doesn't listen during classes.
D. She goes to church.

34. Pamela was:
A. a talkative girl.
B. easily noticed.
C. imaginative.
D. an attentive girl.

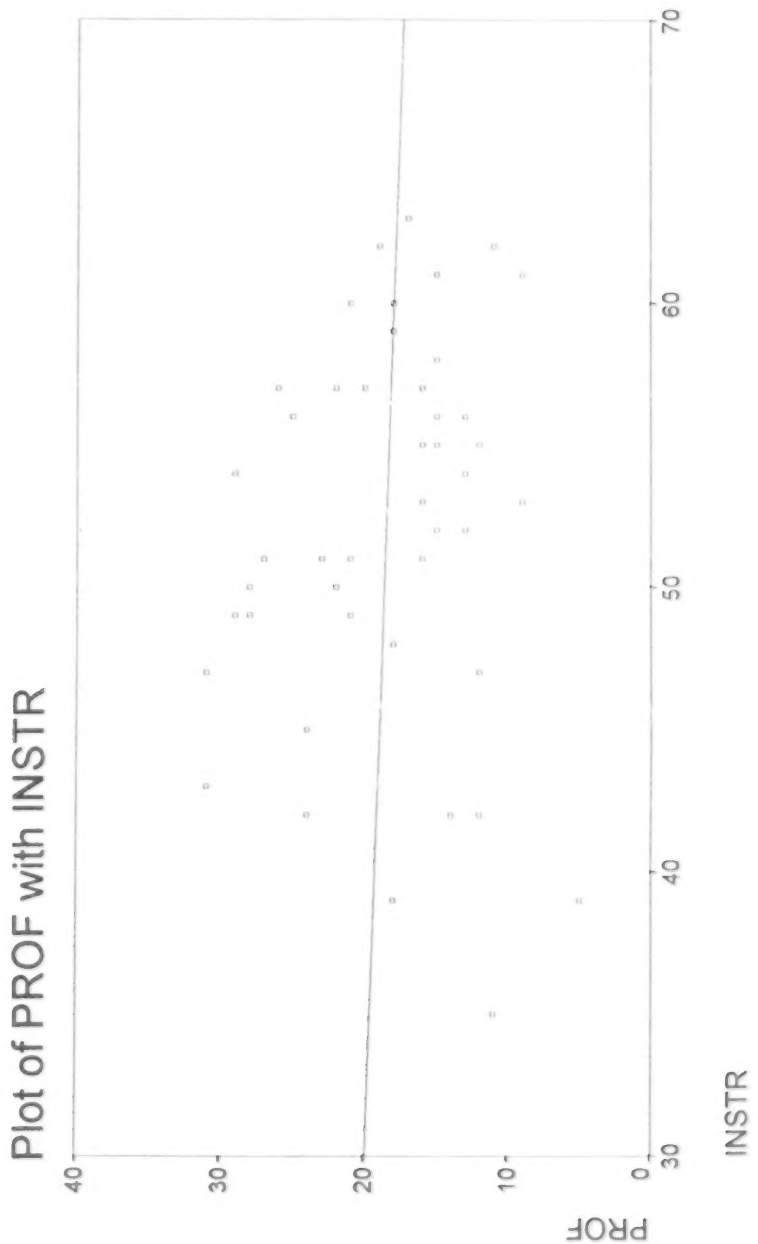
35. The teacher:
A. didn't bother about Pamela.

B. questioned Pamela.
C. punished Pamela.
D. was pleased with Pamela.

END OF TEST.

Appendix H

Figure 8



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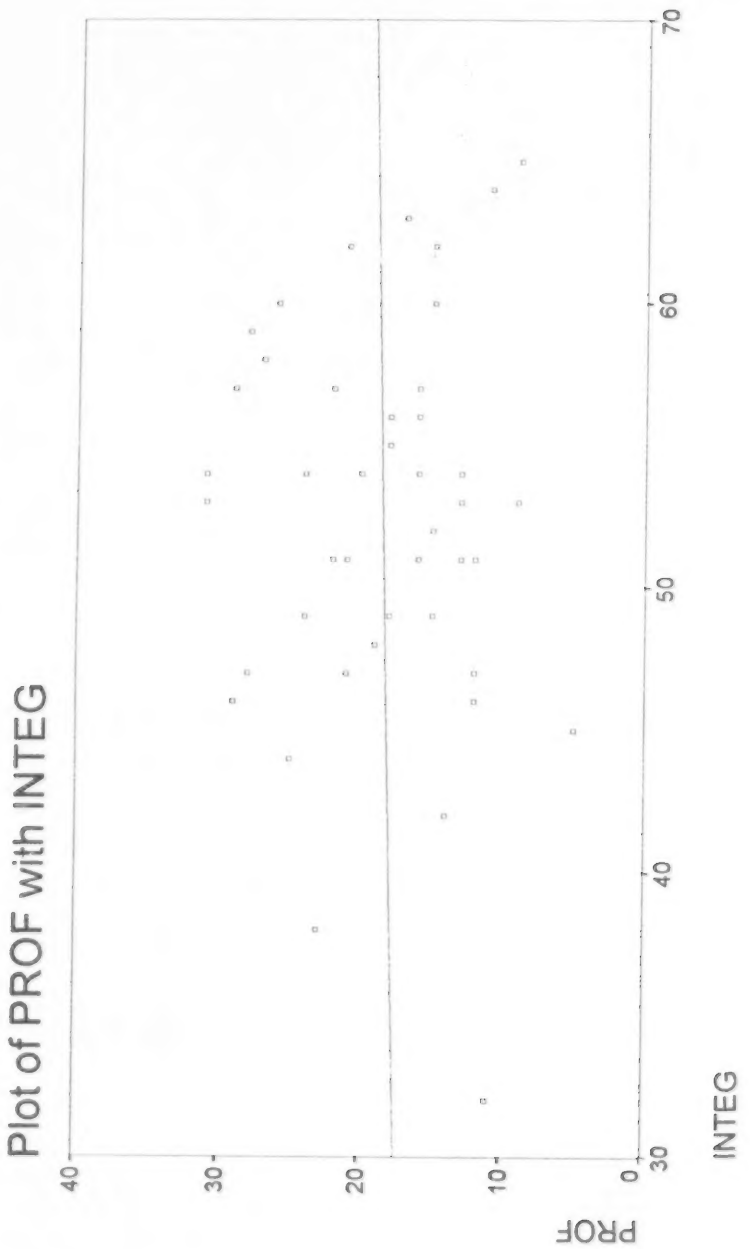
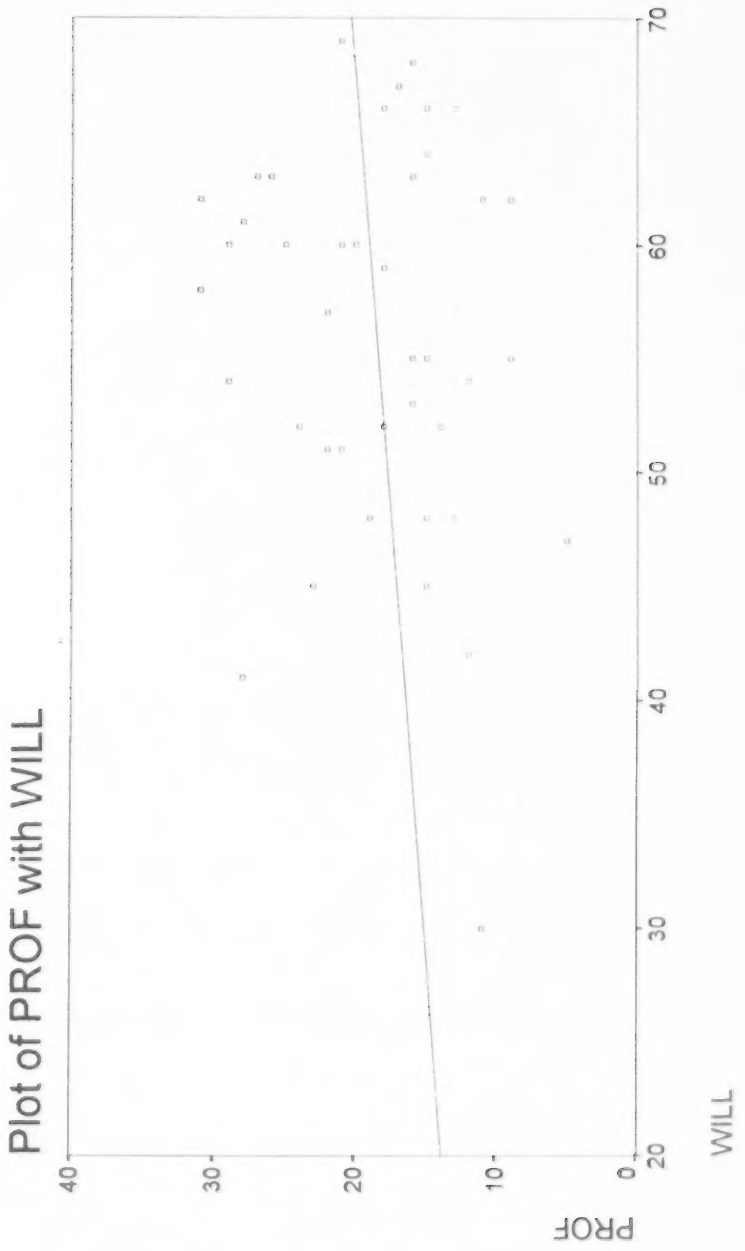


Figure 10



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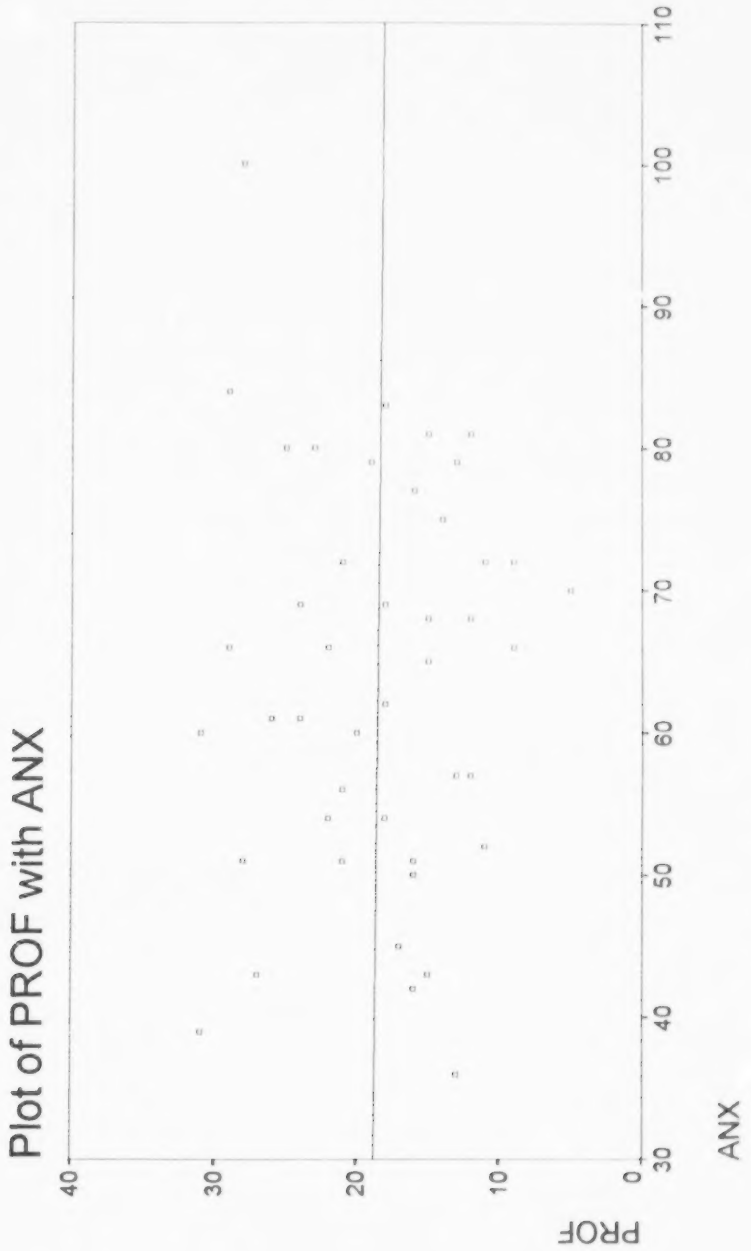
Plot of PROF with ANX
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ANX
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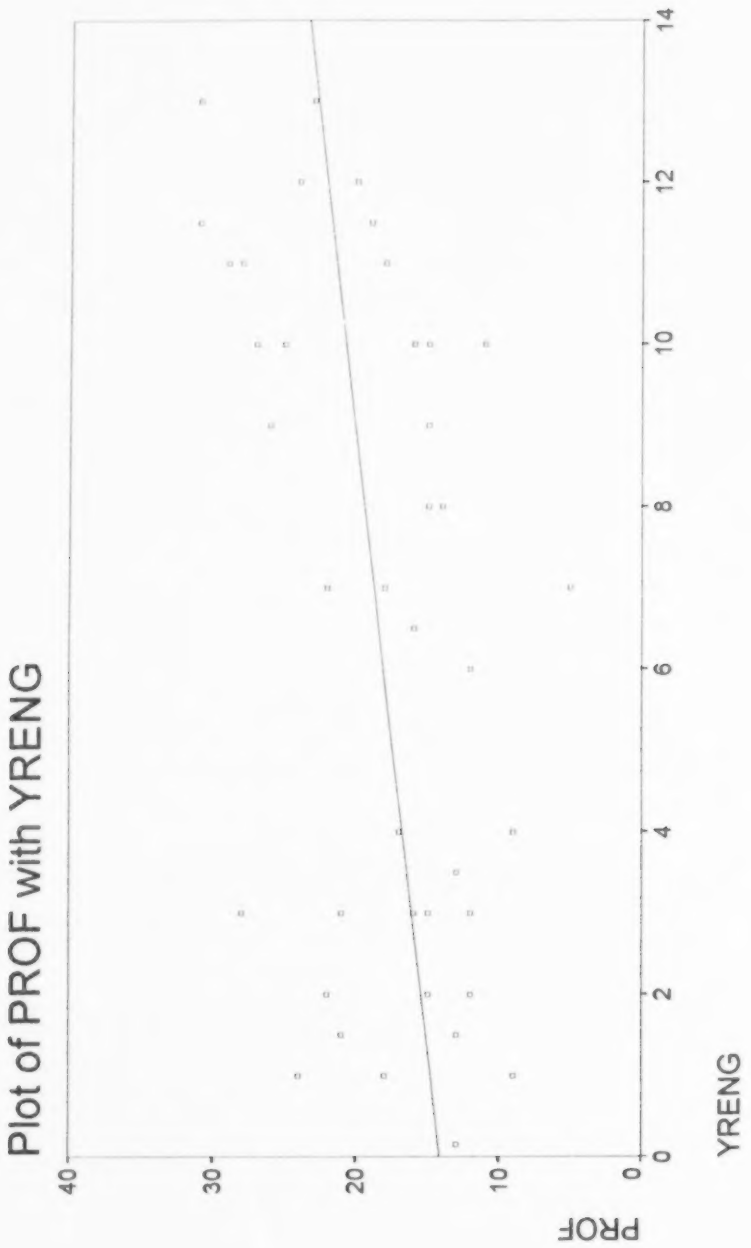
30
20
10
0
30
40
50
60
70
80
90
100
110

Figure 12



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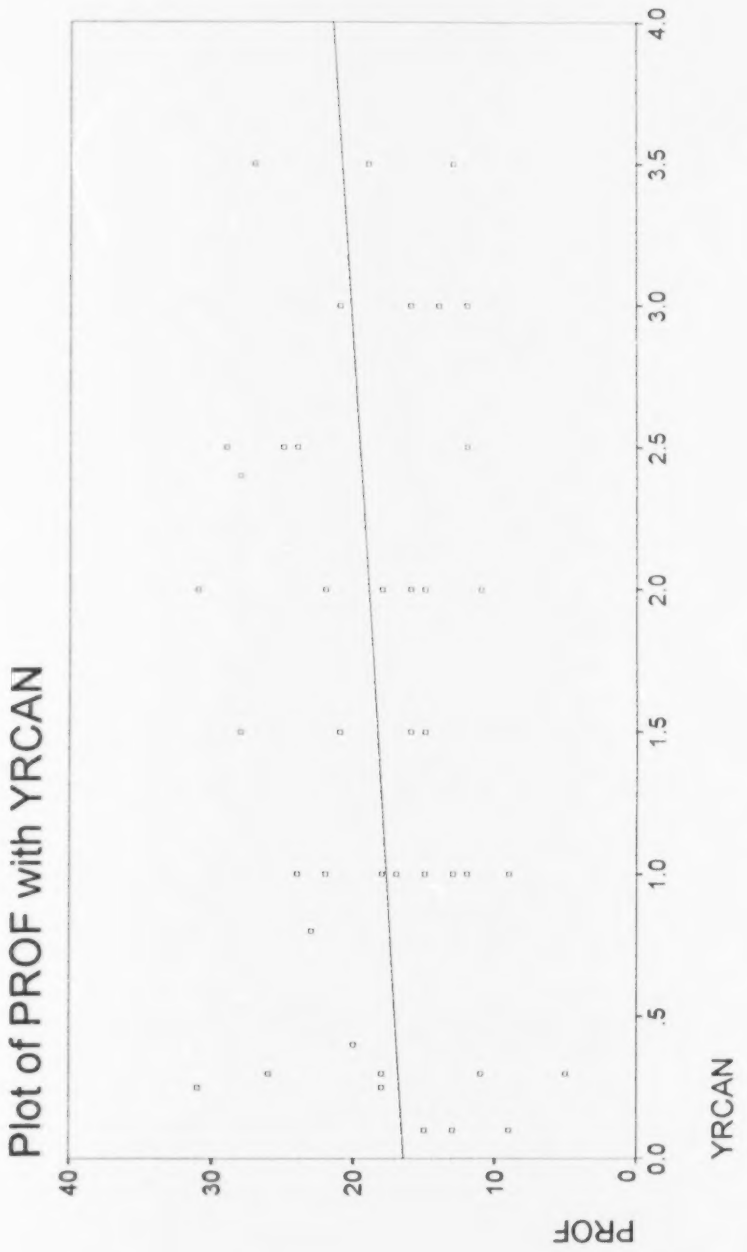

Plot of PROF with YRCAN
PROF
40
30
20
10
0
0.0
.5
1.0
1.5
2.0
2.5
3.0
3.5
4.0
YRCAN

Figure 14

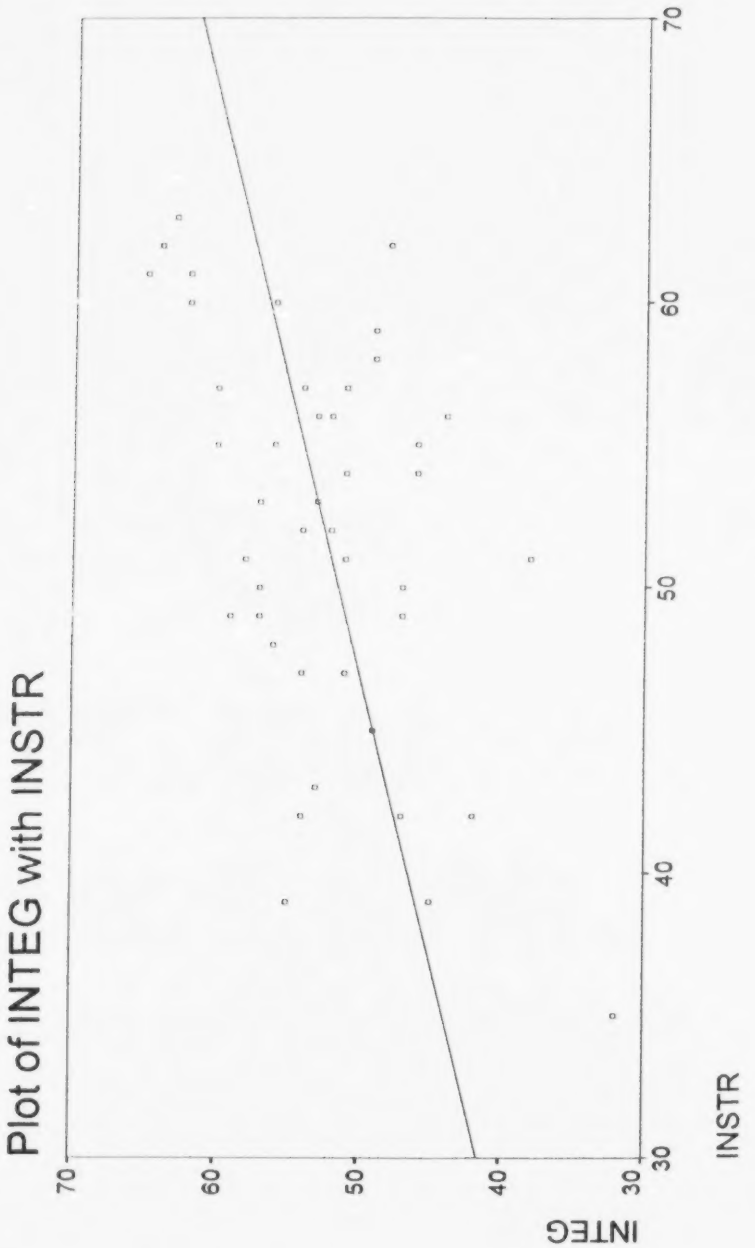
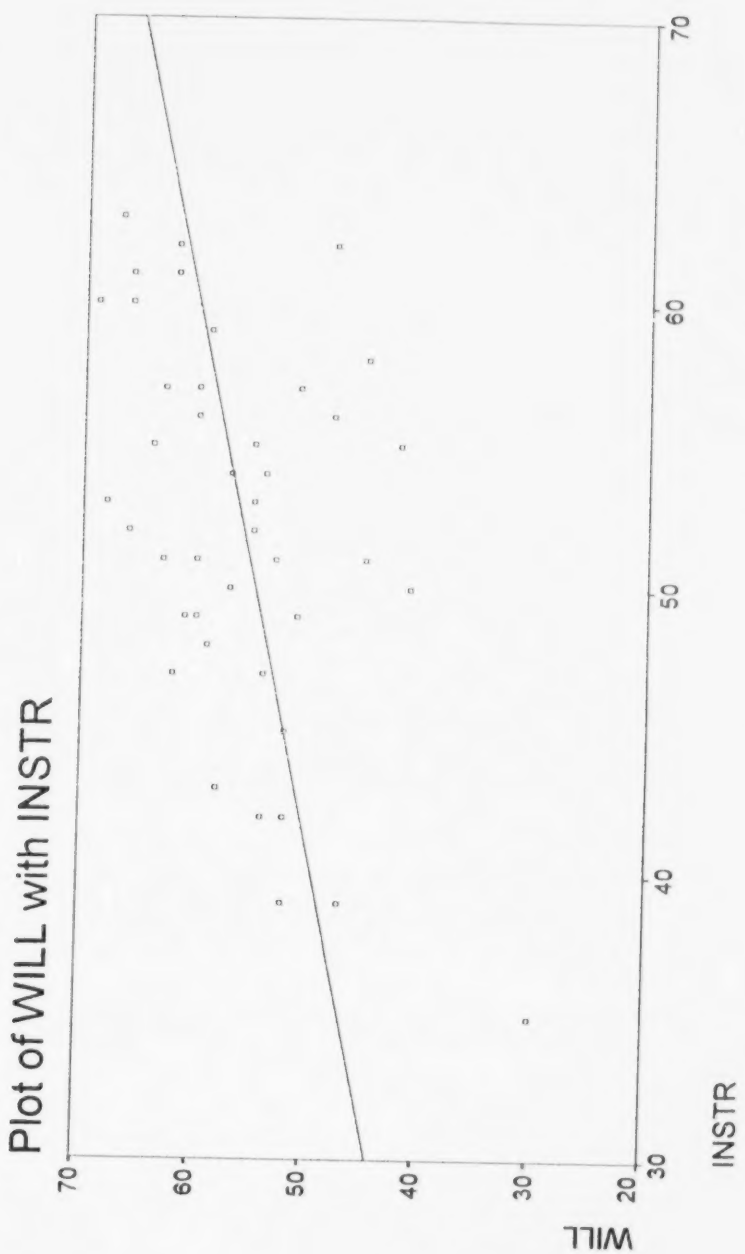

Plot of INTEG with INSTR
INTEG
INSTR
70
60
50
40
30
70
60
50
40
30

Figure 15


Plot of WILL with INSTR
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INSTR
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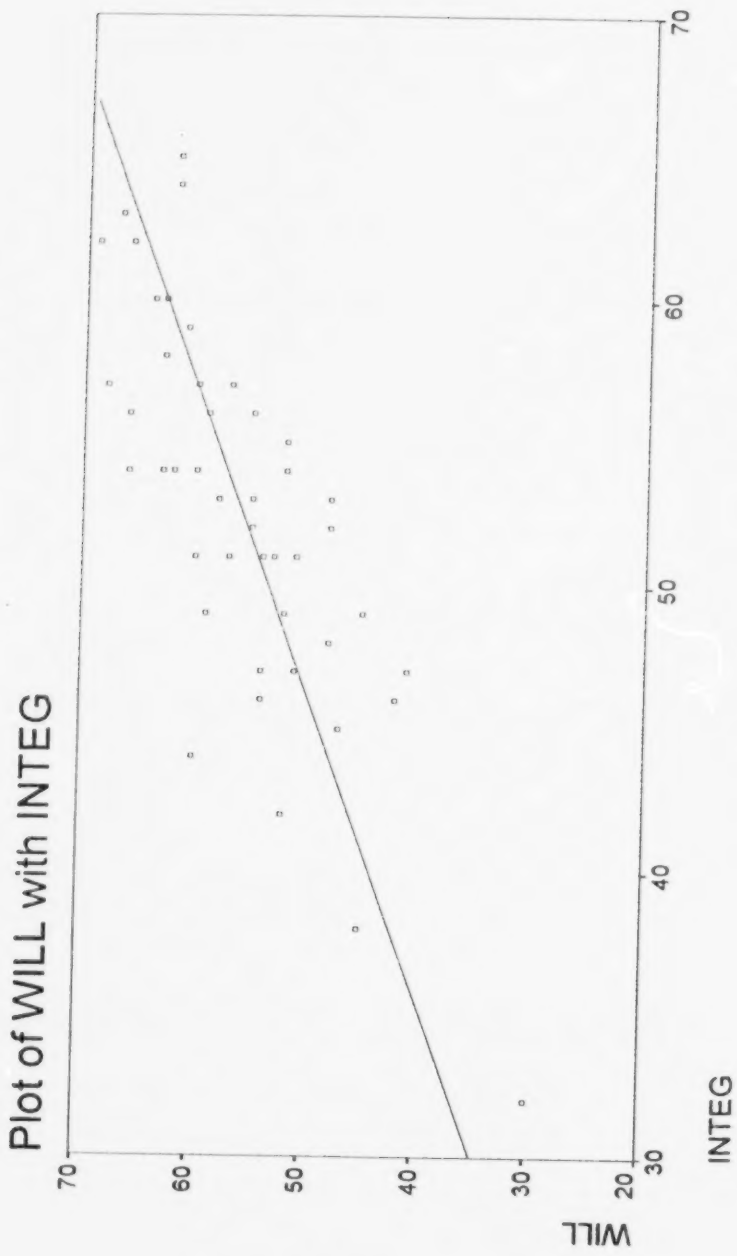
50
40
30
20
30
40
50
60
70

Figure 16


Plot of WILL with INTEG
WILL
INTEG
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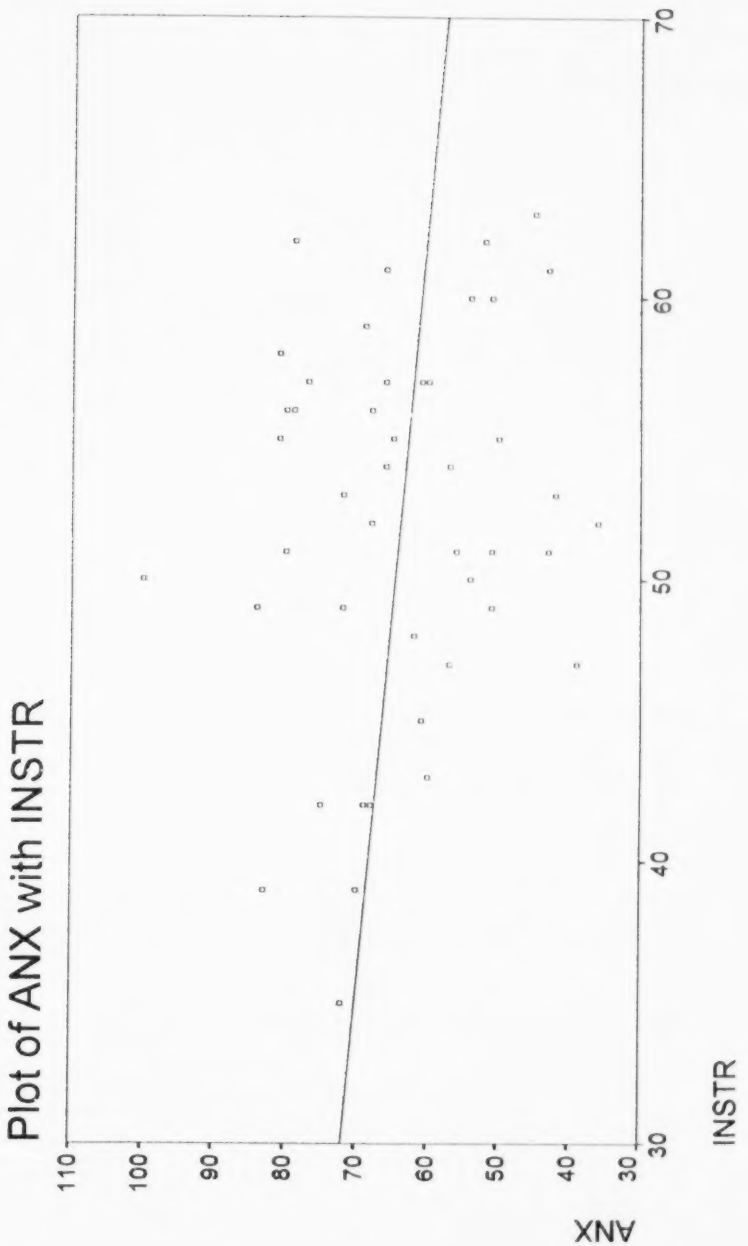
60
50
40
30
20
30
40
50
60
70

Figure 17


Plot of ANX with INSTR
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INSTR
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30
30
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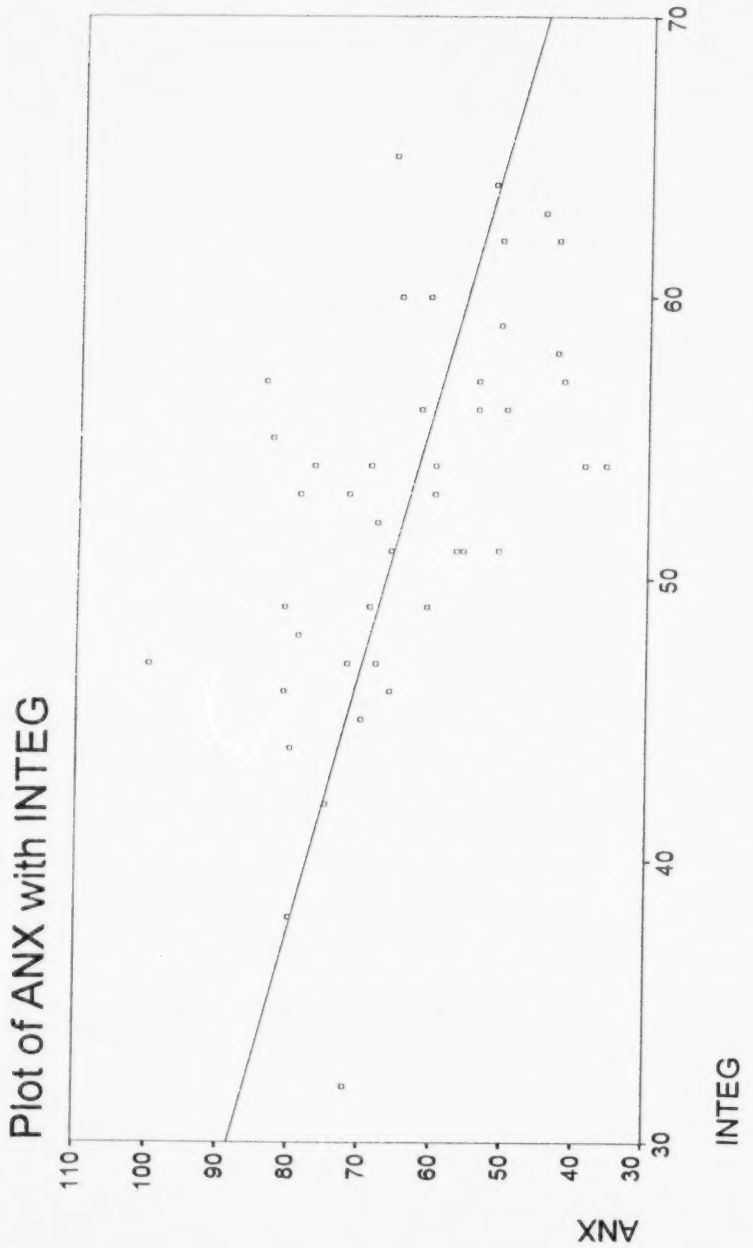
50
60
70

Figure 18


Plot of ANX with INTEG
ANX
INTEG
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70
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40
30
30
40
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70

Figure 19

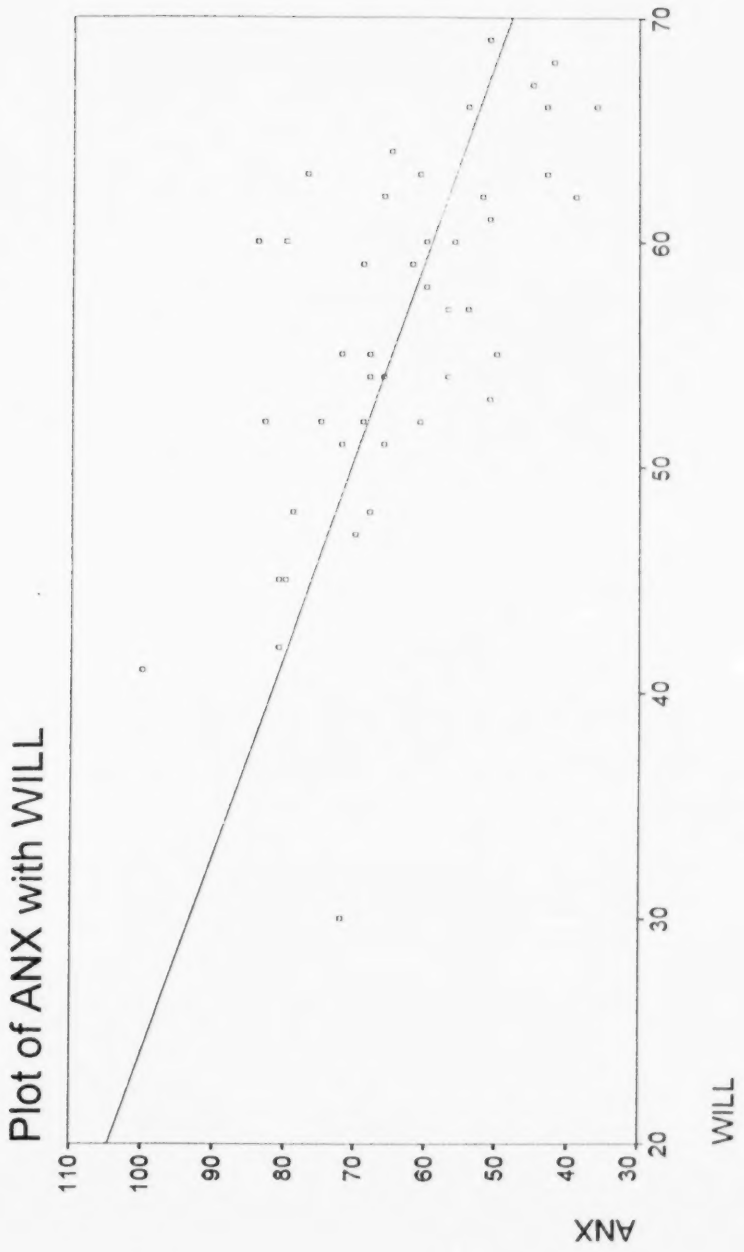
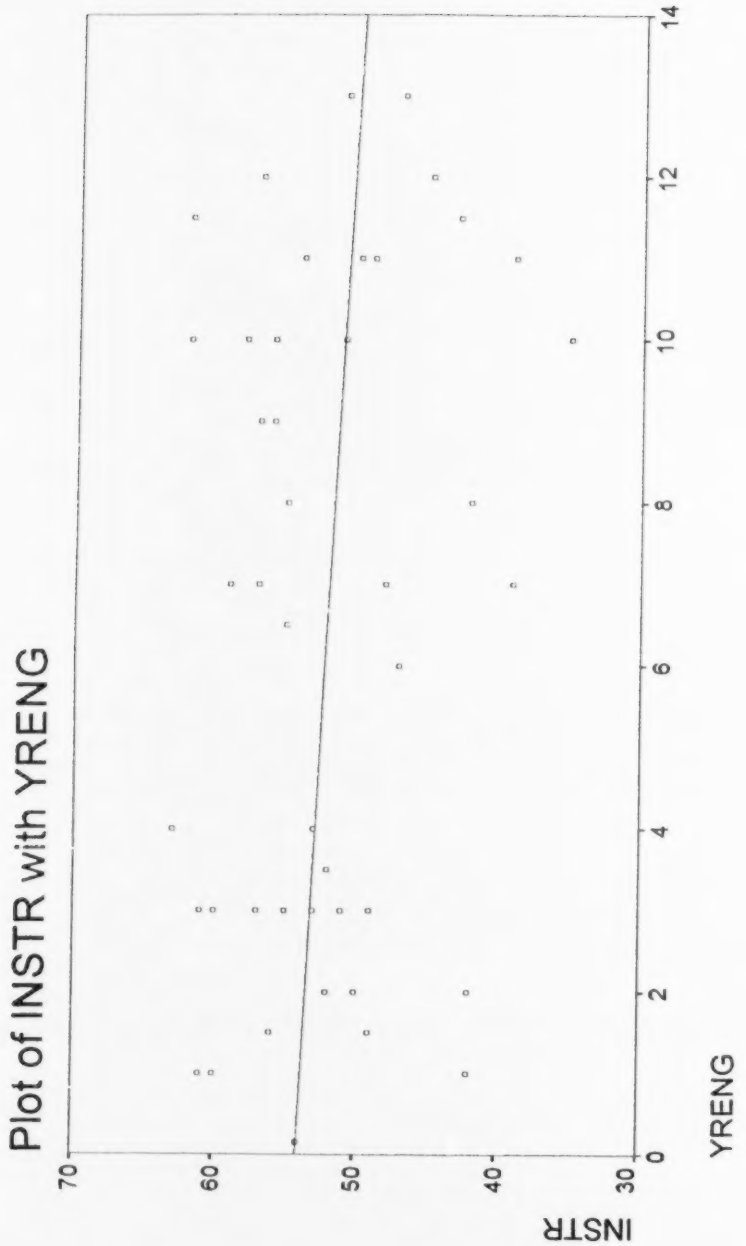

Plot of ANX with WILL
ANX
WILL
110
100
90
80
70
60
50
40
30
20
30
40
50
60
70

Figure 20


Plot of INSTR with YRENG
INSTR
YRENG
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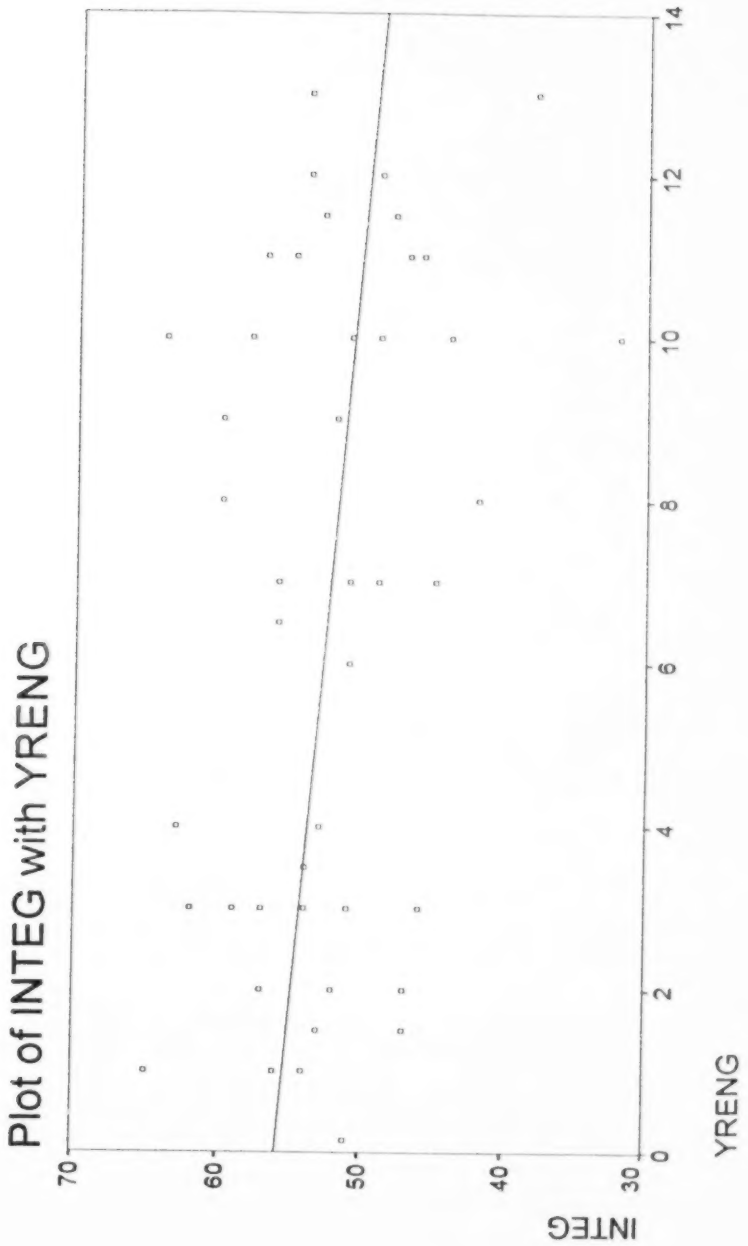
60
50
40
30
0
2
4
6
8
10
12
14

Figure 21


Plot of INTEG with YRENG
INTEG
YRENG
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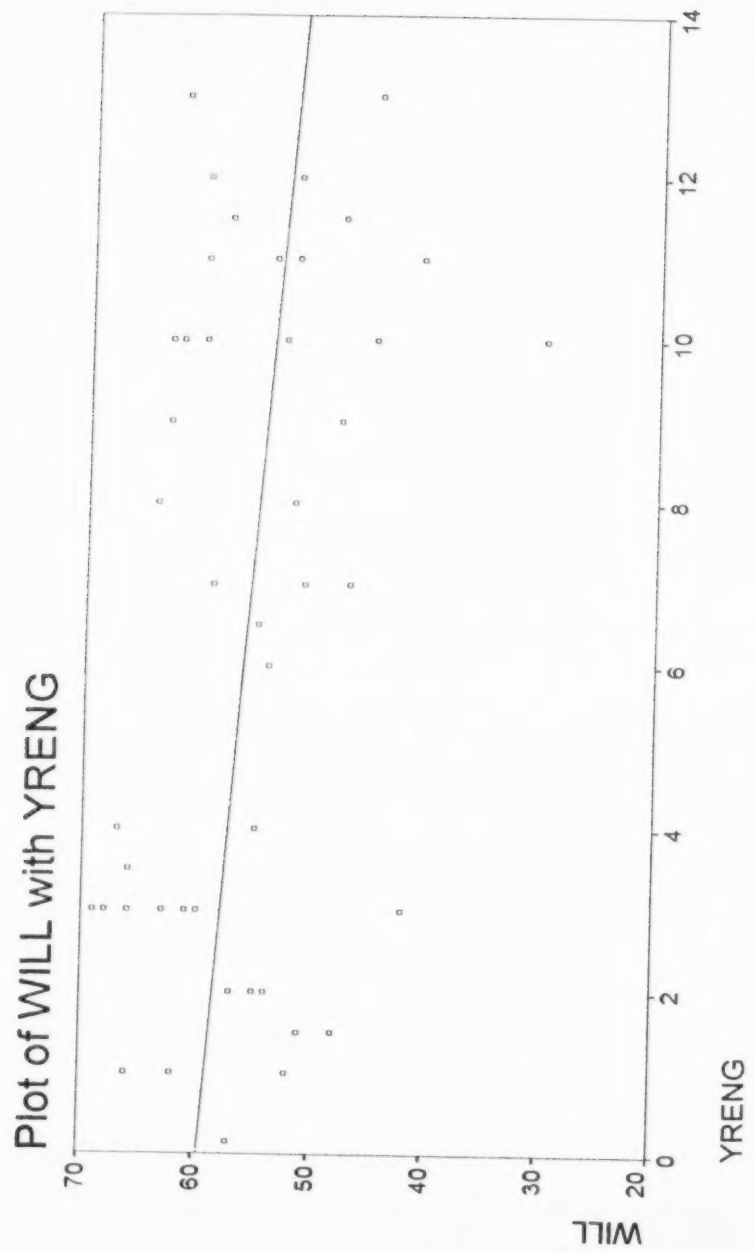
60
50
40
30
0
2
4
6
8
10
12
14

Figure 22


Plot of WILL with YRENG
WILL
YRENG
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60
50
40
30
20
0
2
4
6
8
10
12
14

Figure 23

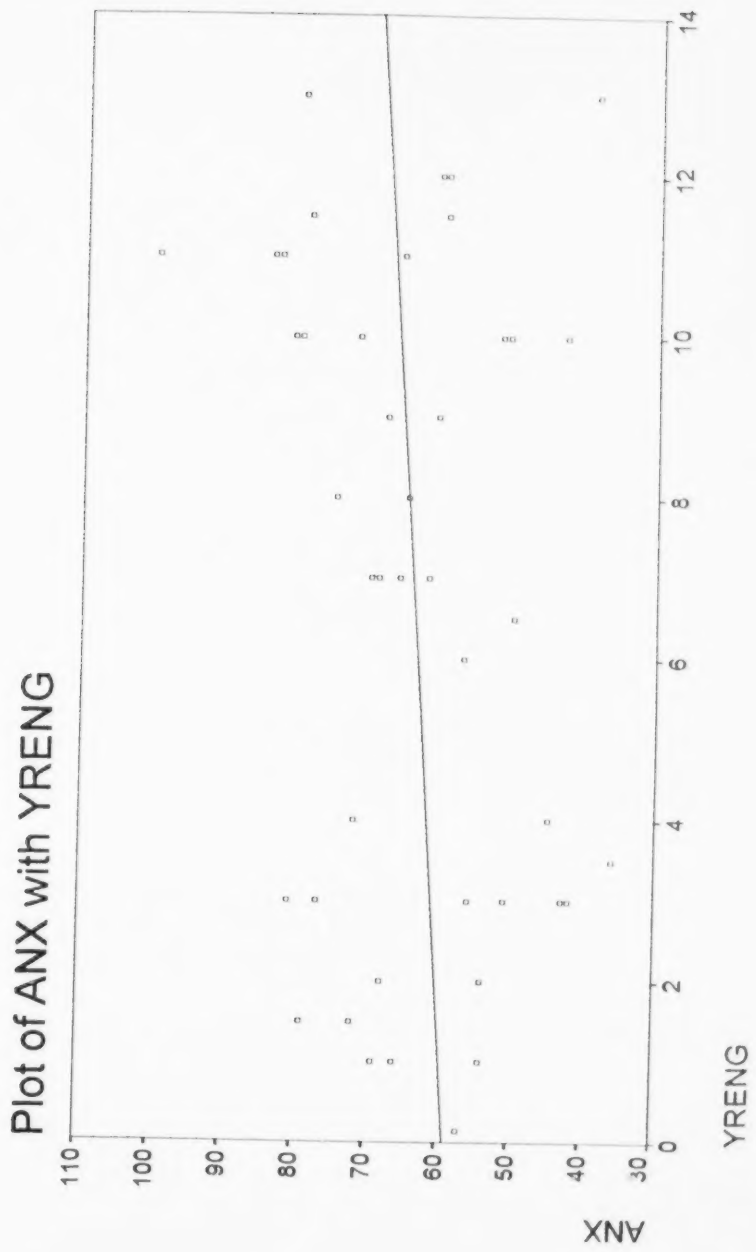

Plot of ANX with YRENG
ANX
YRENG
110
100
90
80
70
60
50
40
30
0
2
4
6
8
10
12
14

Figure 24

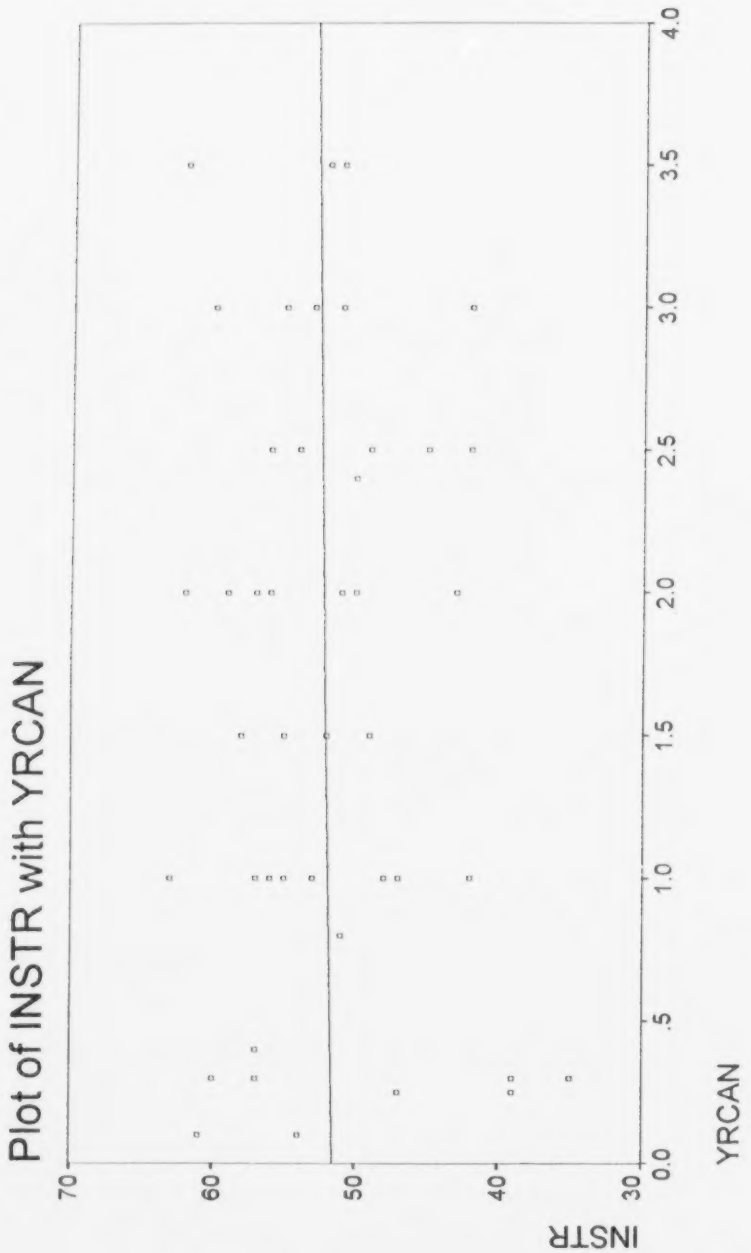

Plot of INSTR with YRCAN
INSTR
70
60
50
40
30
0.0
.5
1.0
1.5
2.0
2.5
3.0
3.5
4.0
YRCAN

Figure 25

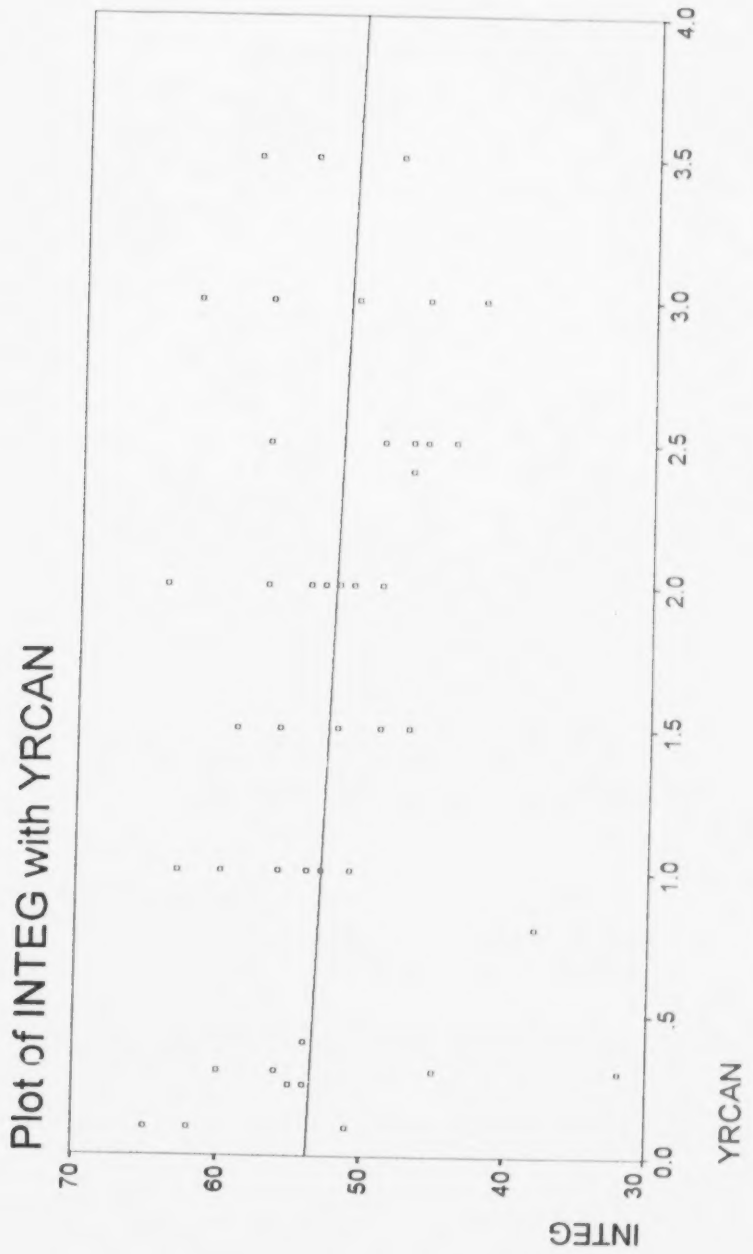

Plot of INTEG with YRCAN
INTEG
YRCAN
70
60
50
40
30
0.0
.5
1.0
1.5
2.0
2.5
3.0
3.5
4.0

Figure 26

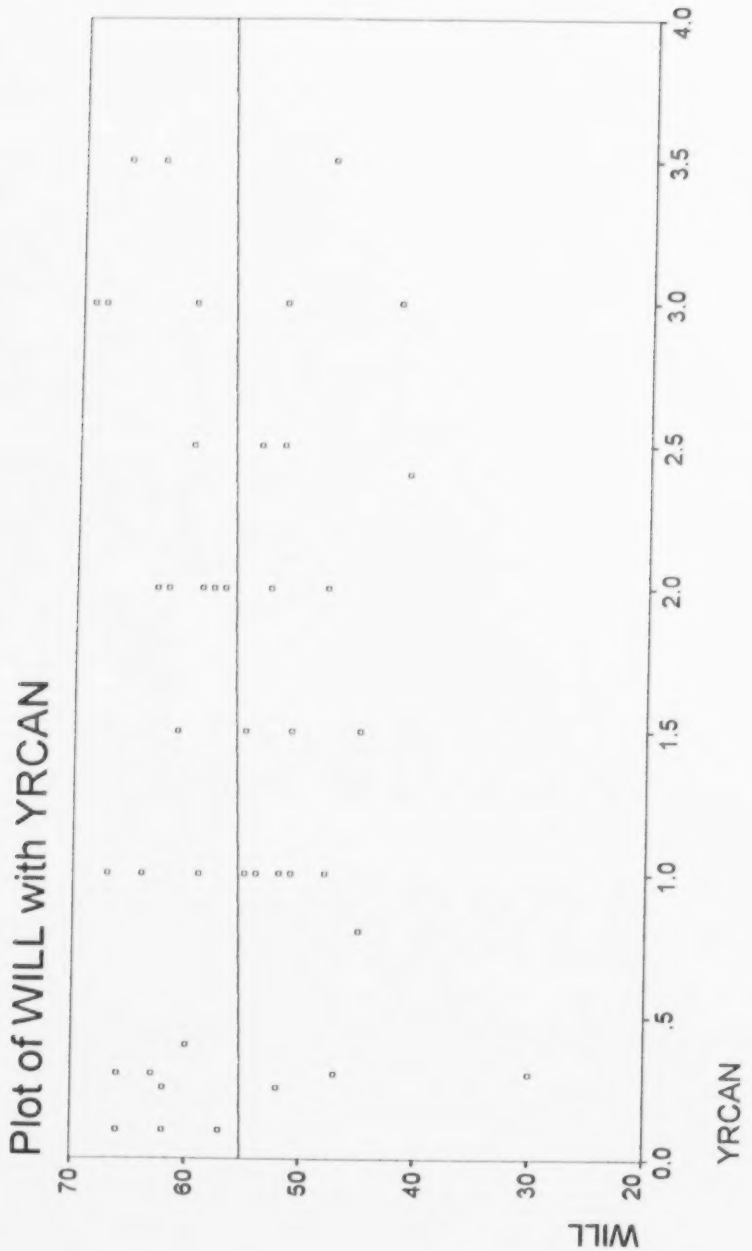

Plot of WILL with YRCAN
WILL
YRCAN
70
60
50
40
30
20
0.0
.5
1.0
1.5
2.0
2.5
3.0
3.5
4.0

Figure 27

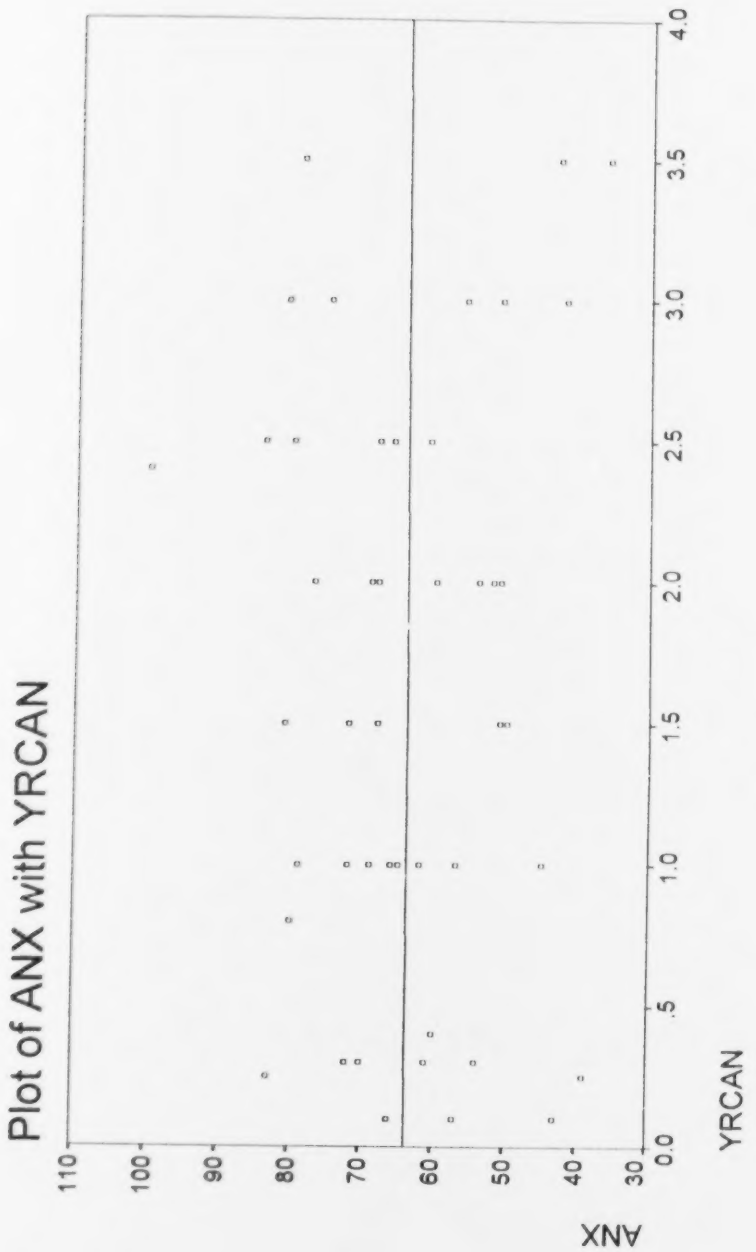
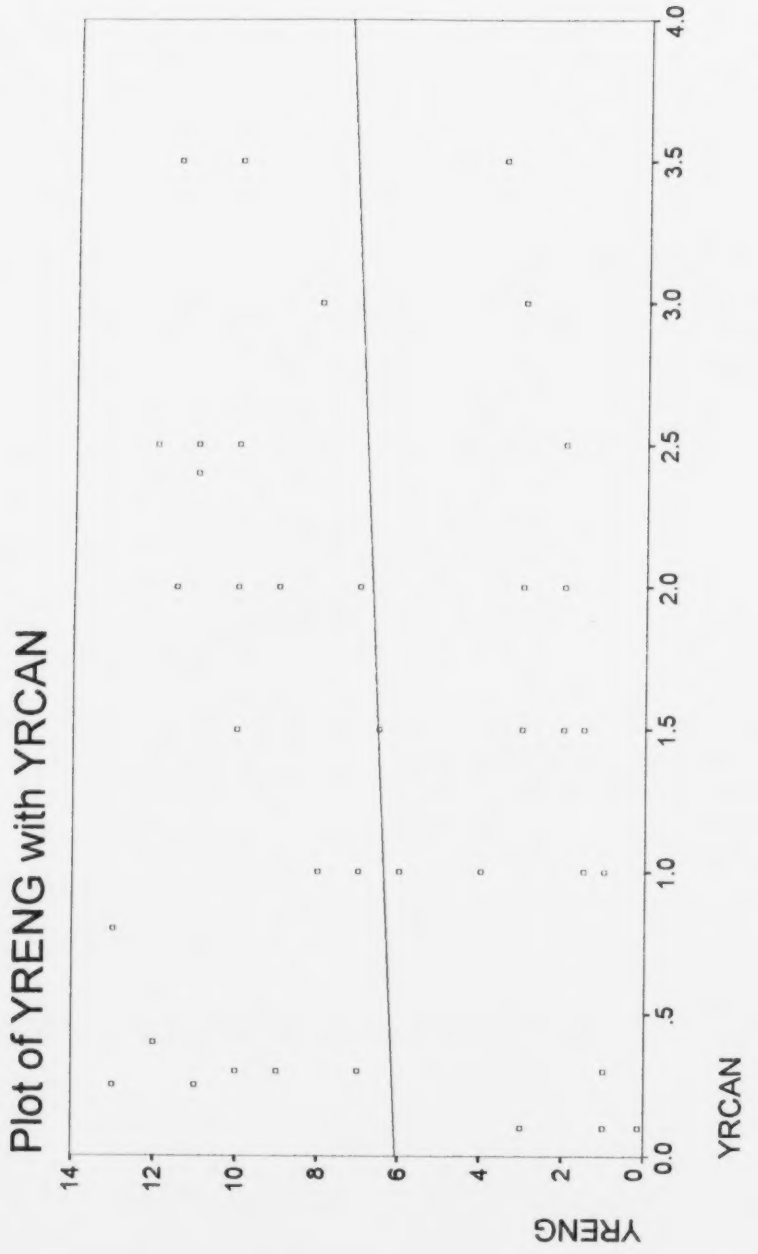

Plot of ANX with YRCAN
ANX
YRCAN
110
100
90
80
70
60
50
40
30
0.0
.5
1.0
1.5
2.0
2.5
3.0
3.5
4.0

Figure 28


Plot of YRENG with YRCAN
YRENG
YRCAN
0
2
4
6
8
10
12
14
0.0
.5
1.0
1.5
2.0
2.5
3.0
3.5
4.0